# The CLEARING HOUSE

A JOURNAL FOR MODERN JUNIOR AND SENIOR HIGH SCHOOLS

Vol. 34 MARCH 1960 No. 7


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Moral Aspects of Educational Leadership . . . Ballad of an English Teacher in Orbit . . . Breaking the Textbook Strait Jacket . . . Pupil-Managed Classes . . . Travel as Motivation in English



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THE CLEARING HOUSE
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# *Moral Aspects of* EDUCATIONAL LEADERSHIP

*By*
F. WILLARD ROBINSON

A SCHOOL ORGANIZATION takes on its individual character largely as a result of the physical and moral force of its leadership. There is no leadership without the firm hand of authority to give meaning and direction. A school staff, not unlike any other group, seeks and expects leadership, or authority if you please. This is inherent in the nature of collective man, and comes as naturally as does man's need for identity and purpose. High moral effectiveness and general efficiency are dependent upon it.

EDITOR'S NOTE

*It is refreshing to encounter a theory of educational administration that doesn't underplay the function of authority. So many times we have met the phrase "democratic administration" and have wondered whether any leadership worth its salt could be first and foremost democratic. But when someone comes along to write of leadership as conferred authority anchored in the dominant ethical and moral posture of the leader, it compels our attention.*

*Here is writing that embodies both clarity and earnestness. Moreover, it says things that ring true. The author is principal of Beverly Hills (California) High School. We are grateful to Editorial Board member Merion Herriott for sending this article to CH.*

But under democratic leadership, the basis of authority becomes a different force. It is not possible for a school administrator to sustain his leadership through dictatorial authority, for he possesses no arbitrary position, no physical power, no domination over the people he leads. Today's leader assumes his position as a result of demonstrated leadership qualities; his is a conferred authority, a rational authority; and he can sustain it only through competence, through merit, through leadership of a high order.

This type of authority, an effective and dynamic leadership capable of integrating and improving a total structure, has to flow from a source greater than technical and manipulative skill in administration. It would be more accurate to state the premise in this way: *The use of technical know-how in educational administration is no better than the ethical values upon which it operates.* In analyzing the patterns of successful educational leadership, in evaluating the qualities that instill loyalty and create confidence in an educational leader, we find convincing evidence that staff members are sensitive to the spiritual qualities of their leader and that his adherence to a religious ethic is important to them. It is not that they are looking for omniscience in leadership; rather, it is their desire, their need for cohesion in purpose and direction.

This can come only from a leadership that is based upon more than finite human capability.

Of utmost importance to the school district is a well-defined philosophy, co-operatively formulated and carefully stated in a specific form for students, parents, staff, and the general public. But a philosophy which is really dynamic must come alive in people. It is not something that is reviewed periodically before a student body, before a staff, or before a board. It is at this point that an administrator makes his most important contribution; it is primarily through him that this philosophy is transmitted. It has nothing to do with lip service, or public utterances. It is much more subtle, much less premeditated than that. It is transmitted by the leader himself. So much a part of him is this quality that were the leader to try to hide it he would find it impossible to mask. It is a part of the ethical framework upon which his innumerable decisions are based, his sensitivity, his degree of involvement with associates on his staff, the degree of consistency and integrity of his action. This pattern evolves hour by hour, day by day, and transmits his basic value system in accurate and undisguised terms. This quality of leadership calls for an underlying faith which is so inherently integrated that, in essence, it *is* the character and personality of the administrator.

It is not the purpose here to suggest a value system for successful school administration. This would be futile. But, when we ponder these dynamic intangibles, we realize that there seem to be certain beliefs, certain character traits, certain practices that are the common property of personalities credited with unusual qualities of educational leadership. Let us consider some of these qualities.

*This type of administrator believes that each person on his staff is important, that each is capable of a unique contribution, and that inherent in his leadership role is the responsibility for maintaining an atmosphere that fosters this contribution.* It does not necessarily follow that he is successful in his ability to draw forth the best contribution from every staff member. The importance of this quality apparently lies in the basic concept. When genuinely held, it seems to establish a relationship where individual contribution, creativeness, and success can readily materialize.

*This type of administrator believes that each man's ultimate responsibility is to the Infinite, a Creator who has endowed individual missions.* Every man has within himself a unique combination of qualities that result in a total potential not duplicated in any other person. This individuality is enriched by man's freedom of choice and by his capacity for value judgment. On the degree with which the leader wisely exercises this capacity depends whether his mission is accomplished or aborted. The leader recognizes that others have assumed willingly their individual roles under his leadership because the task is best accomplished by pursuing a co-operative goal. When the leader supports this basic belief, his relationship to his staff assumes a new dimension. He exercises his position of leadership primarily with regard for a deep obligation he feels to the staff. An environment that nurtures self-development takes on new importance. There is a deeper feeling of responsibility and sense of loyalty to his associates.

*This type of administrator believes in the innate goodness and power of the human spirit.* He sees his own function to be one of service. He builds an organizational framework within which the capacities of the staff are articulated for the total good. There is emphasis on the maintenance of a climate where these capacities can germinate. He is available for counsel; he gives recognition and appreciation; he directs his energy toward releasing the individual strengths of his associates, rather than toward achieving strength or status for himself.

*This type of administrator decentralizes and delegates with assurance.* He does this because the action is consistent with the philosophic framework within which he administers. He has a natural way of evoking a confidence in his associates, and he encourages them to assume responsibility, to take initiative, and to make decisions within the area of their assigned responsibility. This stimulates individual creativity on the part of the staff; and the administrator, in turn, takes these ideas and infuses them to the co-operative effort.

*This type of administrator shows quiet and purposeful courage.* There is a toughness of the spirit but not of the heart. He sets high standards and expects the students and the staff to meet them. "Expects" is the key word and the point of reference, rather than that of arbitrary authority. These standards are sensitively geared to a broad, humane, and flexible curriculum that respects individual differences. He demonstrates fiber in facing up to difficult situations. He makes consistent judgment within a compatible philosophic and policy framework—a framework that is bigger than himself and upon which a staff learns to rely.

*This type of administrator distinguishes his service with a basic humility.* In his maturity, in his awareness of limitation, he ties to a universal concept. It follows that the devout exercise of meditation, reflection, questioning, and fellowship with the infinite power of the universe comes as naturally to this personality as the taking of the life-sustaining elements. There is, again, this stature and power in his leadership that exudes from a deep source.

Work is a man's life and he seeks a moral purpose for it. Effective leadership reflects and supports this need. Dedicated teachers everywhere rally to the leader who can tie them to a co-operative effort that has real moral purpose; for it is only then that each can contribute most fully, and experience rich fulfillment in accordance with his inner destiny.



## High-School Class

*By* LOUIS GINSBERG
Paterson, New Jersey

Here girls are ripe for legends;
  Like Circes, with their arts,
They work their sorceries
  On football heroes' hearts.

Here Juliet and Romeo,
  Upon their love-notes bent,
Every day rehearse
  An old predicament.

How many Helens spread
  Havoc among the boys
To make them light anew
  Other blazing Troys?

# THREE SERMONETTES

*By* DONALD W. ROBINSON

## THE IMPORTANCE OF NONDOING

A VERY WISE AND MUCH BELOVED JAPANESE ARTIST used to say, "When I was in school we were constantly reminded of the importance of nondoing. Only through nondoing can we accomplish anything."

Pressed for an explanation, he patiently made clear the concept of effortless, nonstriving activity, so essential for creativity.

"Don't try or strain or grasp. The lungs do not try to breathe. The heart does not make an effort to beat."

When asked, "Suppose you are alone, quietly reading a book, or suppose you are contemplating a beautiful sunset, is that doing or nondoing,"? he replied characteristically, "It might be doing and it might be nondoing. That depends upon how you do it."

The Western world knows too that how you do it and why you do it can be just as important as what you do, but, sadly, we do not remind ourselves very often.

At other times Sabro, the artist, would say such things as, "The bird does not ask 'How wide is the sky?' before it flies; the fish does not ask 'How deep is the stream?' before it swims." Gradually people who had the good fortune of knowing this great teacher came to live more relaxedly, came to feel with him that all eternity is in the present minute, that the past and the future are all illusion.

His friends learned from him, not because he told them. He taught them not by trying to teach them, but simply by being. For adults, like children, learn more by imitation than by admonition.

When will teachers learn that what they *are* is so much more important in their teaching than what they say? If we want to train scholarly students, we must have scholarly teachers. If what we want is kindly sensitive people, we must have kindly sensitive teachers. It is a truism of course that we must have all kinds of people, and all kinds of teachers.

So often we will inquire about a prospective teacher, "How many years did he study?" or "Does he hold a master's degree?" not "Is he a clear thinker?" or "Has he the courage to be loyal to his convictions?" or "Is he charitable?" We seem to have two major requirements for our teachers, which implies two major ideals for our children: These are a knowledge of facts and an ability to get along with other people.

No doubt these are important in today's society.

But also are such qualities as steadfastness, intellectual curiosity, humanity, sensitivity, and perseverance. If we cherish these traits and wish to see them outstanding in our children, we had better seek them in ourselves.

### EDITOR'S NOTE

*A coincidence, nothing more, that the first two articles in this issue are by Robinsons from California. This Robinson, however, is from San Francisco and has contributed previously to* The Clearing House.

*We call them sermonettes but they could be called essays or even vignettes. But no matter—each one is a little world of plaintive wisdom all its own. Furthermore, the titles are eye catching. So, if you take the time to read these editor's notes, it won't take much more time to read the sermonettes. Go ahead.*

*Oh yes! We almost forgot to say that the author is a teacher of history, Carlmont High School, Belmont, California.*

## WHO'S TO BLAME FOR JOE?

Joe comes from a good family and is blessed with good looks, pleasant personality, and brains. Joe attends a good high school, where he is not a good student. His devoted mother lavishes attention on him and the busy executive who fathered him lavishes money. A succession of dedicated teachers has tried one approach after another to stir his ambition, his interest, or his pride. His usual grades are C or D. He flunked both geometry and U.S. history and made them up in summer school.

Joe doesn't really want anything. He has always had more than he wanted, without any opportunity for real wanting. He expects to go to college, not because he wants to but because that is in the nature of things, like going to high school. When a man earns $30,000 a year, his children go to college, don't they? All Joe is required to do is to be graduated from high school. Dad will take care of the rest. He is a prominent alumnus of Noble University.

Joe will go to Noble, admitted on probation, and will limp through with a C-D average, just as he did in high school, unless he happens to hit the course, the professor, the girl friend, or the vocational ambition that will strike a spark in him.

Several hundred thousand Joes are enrolled in over a thousand colleges throughout the country, going to college because it is expected of them, learning relatively little because they arrived with weak high-school records and with less academic interest.

Some critics of the modern public school look at the records the Joes are making in school and college and say, "Look, here is proof that the high schools are not doing their job. When I was a student they wouldn't let a boy into college if he couldn't do better than Joe does in math and history."

That is correct, they wouldn't have, and perhaps they shouldn't today. But that is beside the point of the responsibility of the high school.

A generation or two ago just as many Joes existed, but not so many of them were allowed to follow this effortless path so long.

Three conditions might have been different in granfather's day;

(1) A father, more genuinely concerned for his son's welfare, seeing a capable son loafing through school on D's, might have applied various motivations to encourage better performance.

(2) Failing this, father might well have decided, about the end of Joe's second year in high school, that Joe had had enough of the effortless living and would have offered him the choice of continuing his education at a private military school or accepting a job.

(3) In any event Noble U. would have been much less likely to accept a student of such marginal academic achievements as Joe. During the last ninety years, college enrollments have increased fiftyfold, which inescapably means less selectivity.

Note that these three significant changes, the lessening of paternal guidance and urging, the extension of compulsory school attendance laws so that today Joe is not permitted to leave school and go to work, and the greatly relaxed entrance requirements for many colleges are all outside of the control of the public high school.

Students bring to school with them well-established personality patterns, which may include ambition to excel, desire to please, or compulsion to defy. These traits of personality can be modified, but they can seldom be reversed.

The Joes came with a penchant for doing as little as possible while still avoiding failure.

## TEACHER, DICK, AND HARRY

Dick just sits in history class, sits and stares and daydreams. He has tried so many times over the years to make sense of his-

tory and to succeed at it, that he has built up an emotional resistance that makes even sincere effort virtually impossible. Whether he is passed to the next grade makes no difference at all in his attitude. He simply can't do history. A good teacher with enough time could probably teach him to trust himself and teach him how to study, but thirty-three other students in this class clamor for attention.

Harry, on the other hand, won't just sit in history. He must wiggle, talk, and perpetually try to create some action. Harry doesn't know much history, and he doesn't want to. He wants to pass, that's all, and he early learned that he could pay sharp attention the day before a test and learn enough to get by. "If I flunk, Dad would paddle me right, but I won't. I never have."

Mr. Duffy is an excellent teacher by traditional standards. He knows his history, he explains it clearly, he is fair, and he maintains good order. Even Harry doesn't often distract other students in this class. But neither Dick nor Harry nor half a dozen other students are learning any history. Nor are they learning anything else, except how to remain quiet when they are totally bored.

If the teacher knew three times as much history as he knows, these students would not learn one smidgen more.

Repeated failure discouraged Dick. Too easy success coupled with low levels of success demanded at home discouraged effort by Harry. If effort goes unrewarded or if lack of effort is rewarded, the result is the same, diminution of effort.

The answer lies in individualizing instruction so that the effort of each student can be recognized and rewarded appropriately. To achieve this, smaller classes, homogeneous grouping, and teaching teams, can all contribute. Any device might help which recognizes that each of the thirty-four in this class learns differently. Learning is a very personal thing.

Insisting that Mr. Duffy learn more history will not help Dick or Harry learn more. He already knows far more than he can teach them. What might help is to instill in all the Mr. Duffys a new level of psychological sophistication about the way the Dicks and Harrys learn. This is the challenging frontier of education where too little is known. Teachers are trying to operate in this area armed with more feeling than fact. When our treasury of facts of the psychology of learning can match our established verities of history, we may begin to expect effective teaching.

Meanwhile the failures of the Dicks and Harrys are evidence of the unsolved problem of compulsory education.

◆

More important than the physical expansion which the administrator discovers is possible with television, he will be able for the first time since the deluge of students began, to give his teachers a "break." Time will be available for helping the individual, for helping the "learner to learn," enriching the pupil-teacher relationship, and in a measure restoring to the teacher those satisfactions which are a cherished part of the teaching profession.—ROBERT L. FLEMING in the North Central Association *Quarterly*.

# PUPIL-MANAGED CLASSES

## *A Lesson in Self-Discipline*

*By* RALPH C. WEHLITZ

Do YOUR STUDENTS like substitute teachers? Mine don't; and I must confess that I, too, am never happy when I must leave them in the hands of a well-meaning but sometimes ineffectual substitute, who of necessity does little but act as a policeman while the students do their assignments. I began to realize that the pupils themselves knew more about the operation of the class than the substitute would—certainly were more acquainted with my procedures and often knew about as much of the subject matter. The only real purpose the substitute served, I concluded, was to stand there with a (figurative) club, ready to beat down anyone who would attempt to enjoy his class experiences for that day.

What seemed a rather daring idea began to form in my mind: Why not allow the class to supervise itself during my absence? A student could be placed in charge to help keep order and direct the activities of the class as the pupils worked at previously agreed upon assignments. Perhaps, I thought, if this idea were presented to them as a challenge, they would be able to make a worth-while learning experience out of it.

The school in which I was then teaching was on the tradition-minded side. So it took a good bit of soul searching before I asked the class one day, after a suitable dramatic build-up, "Would you like to run the class by yourselves while I am away for a day, or would you rather have a substitute?"

Several types of reaction appeared. Probably the most common was "Oh, boy, we'll have an unrestrained holiday." Some reacted with suspicion, "This doesn't sound right; what's the catch?" Some were fearful. Still others, guessing what I had in mind, might be described as receptive, but not wild with enthusiasm.

We discussed the matter at some length. They raised a number of questions. I answered some of them, but to others said, "That is for you to decide." Gradually the idea took hold. The class, a ninth-grade double-period English-social studies combination, would take full responsibility for everything that had to be done for the day of my absence. They realized that even though there would be a student nominally in charge, the final responsibility for behavior rested with the individual class members more completely than it ever had before.

We had several days to prepare for this, and as the big day approached the interest and enthusiasm mounted. I had obtained the principal's approval—somewhat hesitatingly granted. I told him I should like to have him look in on the class now and then, but did not wish him to stay long

EDITOR'S NOTE

*Here is a story of what one teacher tried and how it turned out. The experiment tested the premise that students can manage the class effectively when the teacher is away, provided they are carefully prepared to do so. The author believes that his experiences may furnish provocative ideas about classroom control, and we agree with him. Above all, they raise questions on a teacher's concept of his role and how this relates to the goal of self-discipline on the part of students. He is a teacher in the Merrill (Wisconsin) Junior High School.*

periods of time if it was not necessary. The class understood that he would do this.

In our discussion following my return, we all found that we liked the experiment and were eager to try it again. With repetition their competency increased. Some students take longer than others to develop the self-control needed in a situation of this sort. The class as a whole has to get used to the idea of working and behaving just as the teacher expects when he is there. After a few times, however, the situation begins to feel natural for them, and they manage easily. Sometimes, to give them some "practice," I arranged to be out of the room for a period or part of a period, even though I stayed in the building.

Some of the repercussions from this experiment were rather surprising. During one of my absences from school, an after-school staff meeting was held. The principal, in informing the group that I would not be at the meeting, mentioned the fact that the class had been running itself, without teacher supervision, and that the pupils were getting along quite well. One teacher was startled at the news. "Isn't Homer the Hood in Mr. Wehlitz' class?"

"Yes, he is; and he's been behaving fine!" was the principal's reply.

"That's impossible! That boy's been kicked out of almost every class he's had!"

They said it couldn't be done, but it was done. As far as I have ever been able to learn, Homer (not his real name, of course) never stepped out of line in that class while I was away—except once, and that story may prove something, too.

It was the second time around in the ninth grade for Homer, and he was a pretty big boy. He had apprenticed himself to one of the rougher senior-high gangs and was always happy to practice their methods of behavior when the opportunity presented itself. Tension had been building for some time between Homer and Filbert, another of the larger boys in the class. It reached the breaking point as the pupils were leaving the room for their three-minute break between the two class periods. Homer knocked Filbert across the room and by the time Filbert had extricated himself from the wastebasket, Athene, the thin, frail girl who was in charge of the class, was able to step between them—and they stopped! They allowed themselves to be escorted to the principal's office by Snavely, one of the youngest and smallest boys in the class!

This incident, I believe, helps answer the more timid teacher, who says, "This is certainly a nice idea, but I'd never dare try it, because what would the kids do if any sort of emergency arose?" Such a question seems to imply that no class and no student chairman could handle the situation if a pupil really decided to step out of line. Two important factors are at work here. First, the students must accept the idea of being responsible for the class situation, and they must want to maintain conditions that will earn teacher approval. Secondly, they are probably much more resourceful than we realize. The trouble is we seldom give them a chance to demonstrate it.

A major concern of every teacher would be the ability of a class really to go to work when no teacher is watching. It's one thing to get them to sit quietly like a trained dog, but will they really study? Perhaps a comment made to me upon my return from a trip will help to answer that one. A girl said, "We're glad you're back; we have to work too hard when we're alone." Once the student has accepted the idea of putting himself to work, he will work harder and more diligently than he ever would while relying on the teacher to keep prodding him.

At this point, a fundamental doubt arises: This is all very interesting and possibly commendable; but it is a lot of trouble and with some classes very difficult; many administrators will take a dim view of the whole idea. *Why do it?*

I'll answer that question by proposing another: What is the purpose of education?

There have been thousands of lists of purposes, principles, objectives, and outcomes prepared in the United States, but it is a pretty safe guess that one of the most frequently repeated statements about education is that its function is to prepare youth to assume the responsibility of citizenship in a democratic society. If we accept this as a purpose of our school it is difficult to justify *not* practicing a classroom procedure of this sort. Children quickly enough get the idea of freedom as a cornerstone of democracy, but they have some rather inadequate notions of what it means in modern, complex, technological, interdependent society; and usually they overlook completely the aspect of responsibility.

"What does freedom mean?" you ask of your students, and they will reply, "We can do whatever we want." The important and difficult thing, it seems to me, is to teach them that freedom is the freedom to do the right thing—to be honorable; to be good citizens; to accept the responsibility that falls on the shoulders of all. I know of no more meaningful and realistic way to teach these concepts than to give them the opportunity to practice freedom in a truly free situation in the school. Too often the child finds no relation whatsoever between the things he learns to *say* in school and the life he *lives* outside the classroom.

There are some "natural forces" to be overcome, however. In most more or less traditionally oriented schools—and this takes in a good share of us—the children learn in kindergarten that their teacher is an absolute authority, who has unlimited wisdom and power as far as school matters are concerned, and as the child progresses through school, *teachers* do very little to dispel this notion. As a result young persons arrive at junior high school still perfectly willing to allow the teacher to be absolute arbiter of classroom procedure. The teacher assumes the full responsibility for everything that takes place in the classroom and the youth need only follow directions. Of course, by this time the youth has learned that the teacher governs only while he is directly observing the class (or student). When the teacher is looking the other way or is out of the room, all controls are *off* and the pupil is like a soldier on leave in a foreign land; because with all regulation, all responsibility resting with an outside authority, the student, like the admiral in *H.M.S. Pinafore,* "never thought of thinking for himself at all." This should not surprise us. People are not so constituted that they naturally prefer to do a difficult thing if some one will do it for them.

Commentators on American society and institutions have made the point recently that most men do not really want freedom; man seems to drift quite easily toward autocracy, whereby the difficult decisions of government are made for him. He does not willingly accept the challenge and responsibility of self-government. Hence it is doubly important that our youth be trained consistently, and as early as their developing maturity will allow, to assume more and more responsibility for their own acts and affairs.

Fortunately no situation involving human personality is ever simple. There is never just one force, or motive, or drive operating to cause people to act as they do. And when young people are moving toward adulthood, they possess a great urge to want to do the things an adult might be able to do.

It is not difficult to tap this force, for they will be eager to show that they *can* accept this challenge.

Of course, when we are teaching youngsters to get along without teachers, it is a bit difficult to give them supervision and correction when you aren't there. A brief discussion when the teacher returns, along the lines of "How did it go while I was away?" will bring out most weaknesses. The pupils are sometimes surprisingly perceptive and analytical as to why they did or did not succeed well. Usually a brief review

or reminder is helpful before the next experience of this sort.

In order to achieve a successful student-managed classroom, we should recognize at the outset that the principles of modern learning psychology should be applied—the more completely the better. While I recognize many shortcomings and inconsistencies in my own teaching, I have found that the more I adhere to the methods that find support in good learning theory, the more successful I am likely to be. "Successful" is a loaded word. It means different things to different people. I once thought I was having a highly successful session on parliamentary procedure; the student chairman was struggling to guide an animated discussion on some topic that was of such concern that many students were having difficulty containing themselves. I was sitting quietly among the class and listening. Suddenly the principal burst into the room with a wild gleam in his eye. The rising swell of animated sound had reached his ears in the next room, and thinking I was away from the classroom, he was rushing in to restore order! I admit the class was too noisy that day, but the point is that merely because a class has learned to be as quiet as the county home for the aged doesn't necessarily mean it is a success from the point of view of effective learning.

In order for learning to take place, the environment must be satisfying and pleasant—for the learner, not the teacher! Some of us feel much more at ease if we can teach in a room that is the essence of quiet decorum; but the poor students may feel as though they were in a funeral parlor.

It is important when attempting to prepare a class to "self-supervise" itself that the class be ready for this sort of activity; because whether or not the class succeeds, some learning will take place. The students may learn that they *can't* supervise themselves—or that they don't want to. This makes the relearning problem much more difficult. It is hard to say with any certainty when a class has achieved this readiness. Some of the prerequisites might be these:

(1) Students must be well acquainted with one another and generally at ease in the classroom. As I illustrated with Homer and Filbert, tensions in the class could cause the whole situation to blow up.

(2) Students must have accepted the established purposes of the class and be willing to pursue them. This is necessary in any learning situation, but even more so here.

(3) Students must have confidence in the teacher, be willing to work toward a teacher's objective and accept it as worth while. A high rapport is essential here. The students will realize that what they do—that is, the success they achieve—is important to the teacher. There must be some desire to want to live up to the teacher's expectations.

(4) In general, the class must be fairly mature and the class members emotionally stable and secure in the classroom situation.

Learning varies with individuals; the readiness to learn a specific thing at a particular time will also vary greatly. In any class there will be some who are easily capable of meeting any demands you would place on them. There will be others at the other end of the readiness scale, however. The question may then arise: can you expect to give a class the responsibility of conducting itself without a teacher if there is even one person who is not personally responsible enough for this? The answer, in my opinion, is "yes."

I had been discussing with a class the possibility of leaving it alone for a day about two weeks hence. We had considered some of the demands that would be made on the students in the way of assuming responsibility for their behavior, and so on. I was unexpectedly called from the classroom a little later in the period and returned after an absence of about ten minutes. I could hear talking when I approached the room and was startled upon entering to see one boy standing at the front of the room

speaking to the class. The boy was not in any sense a leader, but I learned later that when I left the room a few started to cut up a bit. Other members of the class were concerned in light of our previous discussion and anxious to prove that they were capable of behaving themselves without the teacher's watching them. They persuaded this boy to go to the front of the room in an attempt to bring the renegades into line with the standard the group wished to set.

In other words, the class will set and maintain its own standards and will—sometimes quite overtly—enforce them on the individuals. Usually the pressure of the group is more subtle, but I believe that one can rely upon the class to handle a few "substandard" members fairly effectively. Among youth the urge for group acceptance is strong. If the class as a whole has accepted the challenge you have given it, few, if any, students will have the temerity to do the unpopular thing.

The conditions of class morale, sense of purpose, and rapport with the teacher that must be established before a class can operate under self-control are not unique to this situation alone. They must be the normal classroom atmosphere long before any such departure from convention is attempted. No group of students should be expected to operate on such a high plane of behavior without the teacher if they are not willing to do so with him. What we really are after here is an extension of the normal class attitude and performance under nonnormal conditions. This may result in a better-than-normal performance just because the pupils are trying very hard to make sure that they do not fall below the standards that have been established.

There are few things that can be more effective in building a high class morale. The pupils are pleased at the teacher's demonstration of confidence in them, and when they succeed they are proud of themselves because they proved they could do it. Petty infractions of discipline become almost beneath their dignity, and with the teacher or without him they are ready to behave as learners, and the teacher now is free to teach.



## The Business of Teaching

Inept teaching on the college level is also reflected later in poor teaching in the public schools and even in the colleges themselves. Prospective teachers, whether intentionally or otherwise, constantly learn by example the teaching methods of some college instructor. "If he merely recites dully or hears dull recitations of facts set forth in the textbook, some of his students will follow the same inexcusable practices." Consequently, teaching on the college and university level needs improvement not only for the sake of the institutions of higher learning but also for the betterment of general education in the United States and to promote a better quality of thought and action.

The master teacher will keep his attention upon the three major factors that influence his ultimate success. In the first place, he will be keenly aware of the lives and interests of his students. He tries to become acquainted with each of them, perhaps by means of a short autobiography or a scheduled office visit. Second, he will plan each class meeting with unstinted care, searching for ways of presenting his materials with clarity and vigor. He will aso, as President Garfield is said to have advised the faculty of Hiram College, try to warm over each lesson by a brief review as immediately as is convenient before classtime in order to avoid serving his students with academic "cold victuals." Finally, he will keep informed of, and select from, the many changes and discoveries that continually and often rapidly alter his academic field.—H. C. BREARLEY in the *Peabody Journal of Education*.

# Education Is a Slippery Word

*By* ROBERT H. SNOW

DURING RECENT YEARS there have been innumerable expressions of opinion, public and private, on the subject of education. Everyone, it would seem, is "getting into the act." Admirals, journalists, business executives, and clergymen, as well as professional educators, freely share their various convictions and set forth their proposals. Viewpoints are hotly disputed, charges and countercharges are exchanged. Yet, despite the volume of debate, remarkably few principles have been clarified, or disagreements resolved. Even sincere efforts to illuminate the issues often serve only to obscure them further.

Central to this problem are the elusive qualities of language. Confusion about education is inherent in the extremely vague terminology we employ in discussing the subject. In particular, the word "education" itself has acquired such a variety of divergent meanings, which blur so readily into one another, that no single conception of the term is more than momentarily in focus. Apparently no two individuals refer to precisely the same thing when they use the word "education," and a person may denote quite dissimilar concepts when he uses it on different occasions.

In this baffling situation, it is futile to insist upon any single, "correct" definition, or even to point out the superiority of one definition over another. There is no way of establishing what the word "education" *really* means. People will continue to use and interpret it according to their own preconceptions and in ways they deem appropriate. We can only strive to ascertain what concept of education is in the mind of a speaker or writer as he uses the term and attempt to follow his reasoning on that basis. We must also be alert for sudden shifts in meaning, because few commentators are consistent in their definitions.

Consider some of the more obviously indiscriminate uses of the term. Schools are maintained, it is said, to *provide* education for children. In this context, "education" is equated with *instruction* or *tutelage*. It is an external influence, an effort to guide and direct the learning process through controlling the learner's environment. In a rough sense, this kind of "education" is something *aimed at* the learner—a flow of information, directives, persuasive messages.

On the other hand, the word is also used to describe the internal *processes of learning* which occur as the individual interacts with environmental forces. From this viewpoint, "education" refers not to stimulation from without but rather to a response within. "Education" of this sort cannot be *provided;* it must be *experienced.*

The distinction is more than mere hair-splitting, because the contrasting view-

EDITOR'S NOTE

*In the current controversy over how well our schools do their job, the proponents, the opponents, and the neutral groups—all of them—use the word "education" in almost every other sentence. What does this word mean? Is there a common understanding of its denotation and connotation? Or does it cover such a vast semantic territory that it means quite different things according to the way a person uses it?*

*These and other questions of similar nature underlie the commentary of the author, who points out the myriad context of "education." What he writes goes way beyond Webster, for the dictionary is inadequate to the task. He is currently director of the division of adult education in the Schenectady (New York) public schools.*

points involve totally different assumptions about education, its essential character, and the ways in which it may be facilitated. If two individuals are discussing education, one viewing it as a process of learning, the other as a teaching procedure, they are bound to misunderstand one another.

Commonly we encounter such expressions as, "He acquired a good education," or, "Education gives one an advantage in life." Employed in this way, the word denotes an *entity,* something which one gains or possesses, a stockpile of accumulated knowledge and skill. Here "education" consists of *what one has learned*—achievement through learning.

In casual parlance, there are numerous other well-established uses of the term. Application forms invite us to report our "education," which we interpret to mean schools attended and degrees received. Rather closely related to this concept is the familiar use of the word in reference to the collective *agencies* of formal instruction, especially schools and colleges. When we speak of federal aid to education, we mean aid to educational institutions. When we say that education has failed to produce a sufficient number of scientists, we are referring to schools and colleges. Racial discrimination in education obviously refers to barriers in admission to schools.

More significant differences of viewpoint regarding the meaning of the term "education" relate to whether the word is broadly or narrowly defined. For some, it is an inclusive term, encompassing a vast range of learning experience. Others tend to give it a restricted meaning, convinced that true education is a highly specialized function. These judgments seem to be based mainly upon two criteria: (*a*) The circumstances under which education is presumed to occur; (*b*) the content (or subject matter) which is deemed worthy to be dignified by the term "education."

For those who define the term most broadly, "education" may refer to all of an individual's beneficial learning experiences, from birth to death, regardless of their setting. In accordance with this concept, the process may occur by accident or by design, within or apart from special institutions intended to promote education. The infant establishing his early, tentative relationships within the family group, the youth seeking to build an independent life as a wage earner, the adult who reads and reflects upon the works of Plato are all believed to be engaged in *educational* enterprises. Travel, participation in amateur dramatics, concert attendance, or a camping expedition are all seen as offering opportunities for education. Even a career in business, "the school of hard knocks," is recognized as an educative force.

Those who adopt a more restricted viewpoint are inclined to apply the term "education" only to those learning processes which are thought to occur as the result of planned, deliberate instruction. Excluded, under this definition, are a great number of learnings which seem to occur "naturally" —learning to talk, for example. Only those things which are purposefully *taught,* by a parent, another adult, an instructor in school, are considered worthy of the label "education."

Others attach a still more exclusive meaning to the term and apply it only to those forms of instruction which take place within established agencies or institutions of learning. It is on this basis that education and schooling have become synonymous in the minds of many, and education has been conceived as pertaining chiefly to the training of youth through formal instruction in the classroom.

The sharpest differences of opinion, however, center upon questions of content—the types of subject matter which may legitimately be considered within the realm of education. Does "education" include learning to tie one's shoelaces, to care for a dog, to drive a car, to build a happy marriage? Or does the term apply more properly to

the handling of abstractions—the multiplication table, the printed page, the theories of science? Does the surgeon acquire his skill, the accountant his knowledge of business affairs through "education"—or something else?

The conflict of opinion regarding what should or should not be classified as "education" becomes most pronounced as we consider appropriate curriculums for schools and colleges. After all, these are clearly labeled as educational institutions, and the activities which proceed within them should therefore be "educational." (Should harmonize with *my* definition of the term.) Individuals with an extremely restricted view of what "education" signifies may be considerably dismayed to find schools and colleges deliberately engaging in activities which bear little resemblance to the definitions they cherish.

Here tradition plays a major role, and academically established subjects are apt to be more generally recognized as educative than are studies of a less formalized nature, which may have been introduced more recently. Valuations do change—it is no longer considered essential for an "educated" person to have mastered Latin and Greek—but mathematics, language, history, and sciences are about the only areas of study with an unquestioned place in the school program. Despite the prevalence of vocational training, many of our citizens find it most difficult to reconcile courses in bookkeeping, carpentry, or welding with their concepts of "education." Not until higher professional levels are reached—in law, medicine, architecture, or engineering—do occupational competency and "education" appear to harmonize.

Note how the terminology of the school program has been adjusted, in part to win acceptance, in part to reflect broadened concepts.

Where "training" was the noun previously used, we now have physical "education," driver "education," business "education." To many individuals, such expressions represent a contradiction in terms.

In some quarters it is considered essential to reserve the term exclusively for the so-called liberal studies, "cultivation of the intellect," or, drawing upon Latin roots, "summoning forth the individual's highest potentialities." From such an exalted position, the customary learning experiences of children lack sufficient depth and complexity to be recognized as "education." "Habit formation," "drill," "training" are preferred terms at such immature levels. Or, conversely, if the schooltime activities of children and youth are to be considered worthy of the "education" label, they must be properly dignified and austere.

Thus the word appears and reappears in many different guises, with a multiplicity of meanings. We cannot hope for universally acceptable definitions. However, as issues in education are debated, we can weigh opposing arguments more intelligently if we are sensitive to the wide range of meanings associated with this key word. And as we express our own opinions on the subject, we will find it advantageous to refine and render more precise the language we employ.

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Education is largely concerned with building up the strength of various behaviors by arranging artificial consequences. The hope is that the behaviors will then be able to produce, and be sustained by, their own natural consequences.—MATTHEW L. ISRAEL in the *School Review*.

# TEACHER IS A STAGEHAND

*By* JOSEPH E. WALKER

THE TEACHER IS NOT THE STAR of the educational show; he is a stagehand. He is not an active ingredient in the process; he is a catalyst.

It is difficult for most of us in the teaching profession to accept this humbling attitude toward our role in the process of education. The ones of us who teach at the college level are, perhaps, most commonly guilty of an insistence upon starring in a show which we have written, directed, and produced. What about the learner? We permit him to be our audience. Does he learn anything? Probably some in spite of us! As one at this level said, "I present the material. If the students do not get it, that is their hard luck. It is no concern of mine."

Suppose we try to reverse this attitude and spotlight the learner as the active ingredient. Learning is seen as something which takes place within him. We may not know what takes place or how it happens. But emphasis is on the right spot. Then the work of the teacher becomes more clear. We see learning as an act taking place within the pupil and teaching as an art which helps to prepare the way.

As soon as I am able to recognize the true perspective in the relationship between teacher and pupil, it becomes possible for me to be more interested in why the pupil learn or fails to learn. I become interested in him and in his problems. I try to put myself in the place of the child I am trying to instruct. I try to enter into his experience. This is a relatively new concept of the work of the teacher. Many of us still understand it inadequately or not at all.

One of my first observations from this new viewpoint will be that this student (and I must multiply him by 20 or 35 or 180 pupils in my classes) is a whole person endowed with a body which houses a mind and exists in a specifically individualized environment. He is not a disembodied brain, isolated in a test tube, over which I can permit to flow the elixir of my wisdom. The brain is connected to the body, and the body is influenced by the environment. All are a part of the process of learning.

As a teacher, then, I must be concerned with the health and comfort of the learner. I must realize that illness will interfere with ability to learn, and I must make some effort to help him to remain free from this kind of deterrent. I have an obligation to make myself aware of deficiencies of sight and hearing and help to devise ways to counteract these weaknesses. I must be conscious of heat and light and furniture and noises and outside distractions and print size and fountains and toilet facilities—all of the things which can assist or bar learning because of their influence upon the comfort of the body. Nutrition, exercise, and fresh air are important to his success in school. Some learning involves motor skills which

### EDITOR'S NOTE

*If all the teaching world's a stage, to paraphrase Shakespeare, is the teacher the leading man or woman in the educational drama, or director, or stagehand, or box-office manager? These are more than rhetorical questions, yet we resist a categorical answer to them. That is because the questions deal with (1) conceptions of the environment and (2) climate of teacher-pupil relationships. Of course, you would expect us to say that the teacher is not always the principal player. And we will not say that.*

*The viewpoint of the author inclines to the stagehand answer but if you wish to know why, scan his manuscript. He is associate professor of history and social studies at the State Teachers College, Millersville, Pennsylvania.*

are dependent upon muscular co-ordination.

The pupil's learning is influenced by the environment in which he exists. I have already mentioned some factors in his physical environment. Equally important, or more so, is his social environment. What kind of help and encouragement does he get from his family? How well does he get along with his peers of the same sex and of the opposite sex? What is his attitude toward the group with whom he associates in my room? Does he feel free to express himself in this situation? What is his attitude toward me? What are the goals in life he feels are worth working to attain? What kind of rewards will induce him to work at his best level of achievement? What kind of activities will get and hold his attention in constructive learning situations? What does he think of school? What does he hope to achieve in life? The list is long, but his success as a learner will draw much from this environment.

What about the things which go on within this pupil in my class? This kind of information may be harder to secure. Is he emotionally mature? Has mental maturation kept pace with his chronological age? How can he motivate himself to his highest levels of achievement? What is the stage of personality development? Has he developed useful habits for dealing efficiently with many of the repetitious areas of living? Has he built within him blocks toward some kinds of learning? Does he relate his experience to the learning situation and vice versa? What are his interests? What does he think is important in life? What does he consider success to be? How does he react to success and failure?

I have begun with the teacher's responsibility toward knowing and understanding the people he will teach. Now we can look to some of the specific activities of the teacher and the kind of help which the teacher can give to the action taking place within the central nervous system of the learner. This is the stagehand moving the props, the catalyst exerting its encouragement to the action.

As a teacher, I have responsibilities in the learning process. Because of my training, I can give help to the learning process. Some of the ways in which I can assist the learner are:*

(1) To help the pupil to motivate himself.

(2) To adjust the learning materials to the level of maturation of the learner.

(3) To organize his teaching units into pattern activities.

(4) To make evaluation a part of a plan for directing learning.

(5) To try to insure broad integrated development on the part of the learner.

Woodworth put motivation in the central place when he said, "Achievement [in learning] equals ability times motivation." Motivation is a spur to action. We do not know what causes it to work. But we know it is a necessary part of the learning act. Motivation will differ from one person to another —what will drive one to intense activity will leave the other apathetic. A kind of motivation will work for a pupil on one occasion and fail to rouse him at all on another.

To motivate is to create a "divine discontent" with the situation as it presently exists. Contentment does not stir to action. The organism must want something it does not have or wish to be rid of something troublesome it does have. He is then disposed to act. Motivation may be created by the basic needs for food, air, water, shelter, and so on. The lower animals have drives to satisfy these needs. They also operate in the human animal. But humans have more complex wants and needs. The young have to be prepared to meet these needs, and education is a part of the process.

In the role of teacher I have a responsibility to help the pupil in my class to be-

* Louis P. Thorpe and Allen M. Schmuller, *Contemporary Theories of Learning* (New York: Ronald Press Co., 1954), page 451.

come aware of the potentialities he possesses, the achievements within the possibility of his attainment. I must help him to be discontented to live at the level of the basic animal needs in order that he can strive for the higher human successes. To do this I must discover what kinds of motivation will work best with the individual pupil and vary them as the effectiveness decreases. It may be the use of interests already developed, social pressure, felt need, rewards, ambitions, punishments. But somewhere I should be able to help the pupil to find a means of motivating himself to achieve at the level of his ability.

The pupil has a readiness to learn some things and is not yet prepared to learn others. I have a duty as a teacher to discover something about his readiness level and adjust my teaching to this level. Reading materials should be at his vocabulary range. Activities should be chosen for his muscular development. Teaching methods must be used which will best fit his present ability to comprehend. We would not expect a second grader to learn much from a fifty-minute lecture. And the college pupil probably needs less drill on rote learning.

The attention to a readiness level sometimes leads the teacher to underestimate the ability of some pupils to move ahead more rapidly. Our pattern of material for age levels can stifle the pupil who is ready to move faster than others in the class. I have a responsibility to help each pupil to reach out farther than he has ever gone before, but not to push him into situations with which he is not yet prepared to cope.

Too much of our teaching may be presenting a succession of unrelated bits of fact and information. No matter how interesting to the teacher, these will have little relationship in the life of the learner. He needs to see a connection between what he is now learning and what he has previously learned and also with his life pattern. Learning should be organized into useful patterns and interrelated bit by bit into a meaningful whole. The problem-solving technique has considerable value as a teaching method because it shows how what is learned can be used in at least one situation. Information becomes a part of a pattern. Evaluation in my teaching should not be regarded as a separate and unrelated activity. Testing should be a means to determine the effectiveness of the learning which is taking place. Testing without reteaching has little value except in the mechanics of establishing a grade. Most testing should be designed to find out about the understanding and ability to use what is being learned.

As a teacher and also as a participant in administration in the schools, I should do my best to help each pupil broaden his areas of learning as extensively as possible. The curriculum should be designed to provide extensive fields of learning for each of several levels of ability and talent in the student body. In the subject I am teaching there should be many opportunities to discover and use a breadth of knowledge suited to the needs of each student. Opportunities for research, for organizing learning into useful patterns, for participating in solving problems, for taking part in various kinds of discussion groups, will help the pupil to connect his learnings, with life situations.

How should I teach? I should teach in such a way that I will be most helpful to the act of learning which takes place in the pupil. I can be most helpful to him if I know about him physiologically, environmentally, and psychologically. My job as a teacher involves such responsibilities as providing motivational help; fitting the methods and materials to the level of maturation of the learner; organizing skills and knowledge into meaningful patterns; checking progress of understanding and discovering areas of lack of understanding; and using techniques to insure a broad, integrated development on the part of the learner. This is a large order, and I will not fill all of it. I can, though, keep trying.

# The B.C.H.S. Men's Association

*By* VIRGIL E. TOMPKINS

THE ASSURANCE OF A WELL-RUN ATHLETIC PROGRAM requires the organization and planning of many people. Much of this work is done by the members of the athletic department, the administration, and other school personnel. In a few instances, school systems are fortunate enough to have men in the community who are interested and willing to lend a helping hand. The Bethlehem Central School System at Delmar, New York, has such a group of men. They have formed the Bethlehem Central High School Men's Association. This organization came into existence in 1945 when the student council, working with the principal, became aware of several areas where men in the community might be of assistance to the school in conducting its athletic program.

To learn whether this assistance might be procured, a meeting of several fathers of athletes was called. At this meeting the council members made their needs known and solicited the help of those present. An enthusiastic response was received. Shortly thereafter, with these men serving as a nucleus, the structure of the organization began to take shape and the following aims and objectives were adopted: "To foster a spirit of true sportsmanship among the pupils of the Bethlehem Central High School; to encourage participation in all forms of athletics by the students; to assist the authorities in carrying out the athletic programs; and to stress the importance of knowing and observing rules of proper conduct in the playing contests."

These aims and objectives will be recognized by some as being quite similar to those of many Booster Clubs. In practice, however, the activities carried on by the group are much broader in scope.

### *Membership*

During the fourteen years this organization has been in existence, its membership has continued to grow until now it numbers well over 400 (student enrollment in the senior high school is approximately 675). Any man in the community who is interested in furthering the objectives of the association is eligible to join. Each fall letters are sent to all members, encouraging them to renew their membership. In addition, letters are sent to fathers of all incoming tenth-grade students inviting them to join. To become members, the fathers pay annual dues of $1.00, and they must indicate an interest to participate in the activities of the organization. It has been interesting to see the make-up of the group over a period of years. In some instances those men who have been most active in the club undertakings have been fathers of girls or fathers of boys who have not shown any inclination toward athletics. To provide leadership for the organization, officers are elected at the annual meeting in May. The president then appoints a seven-man executive committee to assist him in general administrative duties. Also serving in an advisory capacity

EDITOR'S NOTE

*Many secondary schools have Booster Clubs, Dads' Clubs, Athletic Associations (adult), and Touchdown Clubs. Some schools like them and other schools are less enthusiastic for more reasons than we can list in these notes. But here is a description of a men's organization that performs a real service to a secondary school and has done so for many years. It may not be unique but certainly it is a rather unusual arrangement for school-community cooperation. BCHS, by the way, means Bethlehem Central Senior High School, Delmar, New York, where the author is principal.*

are the former presidents. In addition, chairmen for different sports are appointed, whose responsibility is to handle all activities related to their particular sports, such as assigning attendants at home games, purchasing and awarding silver trophies to the members of championship teams, and keeping the club membership abreast of current activities and aware of any pressing needs which might present themselves.

Many of the men continue to be active long after their sons or daughters have been graduated. In fact, it is usually one of these people who serves as president of the association. Although it is not included in the brief set of bylaws, there is an unwritten rule or a gentlemen's agreement to the effect that no one can become president while his child is in high school. This precludes the possibility of any pressure's being brought to bear either on the father or on the student.

The athletic director and principal serve as ex-officio members of the association. They do not have votes but rarely, if ever, is any major activity undertaken without their approval. In fact the group looks to these two people, along with other school personnel, for suggestions as to ways it can be of assistance to the athletic department and the school in general. To the writer's knowledge, there has never been a time when this organization has attempted to serve as a pressure group for influencing school policy relative to athletics or has interfered in school matters in any way.

### *Meetings and Activities*

Six meetings of the association are held during the year. Attending these meetings are usually the officers, members of the executive committee, sports chairmen, and school representatives. All members are invited and encouraged to attend, however. Covered in the meetings are committee reports regarding progress on current projects; reports from coaches on prospects for the current sports season and the future; general report from school represenatives; reports from sports chairmen. Ideas for future activities are also discussed as well as any other topics which may come within the purview of the group. Detailed minutes of the meetings are kept and filed for future reference.

Among some of the activities or projects which have been undertaken by the organization are: providing printed schedules of all school athletic contests to its members; providing an ice rink for hockey; organizing a summer softball league; presenting championship teams with silver trophies; sponsoring annual lettermen's banquet; erecting a tower on grandstand to facilitate the taking of motion pictures of football games; purchasing a movie camera and projector for school; supplying baseball team with pitching machine; erecting a thirteen-foot-high metal scoreboard which is adaptable for electrification; sponsoring cider and doughnut party each fall for members of fall sports teams; purchasing for the school some band, drum majorette, and cheerleader uniforms; supplying in time of need, transportation for athletic teams to games and professional sporting events; purchasing mobile water cooler for athletic teams; and supplying attendants at athtletic contests. Through the years the organization has been instrumental in promoting and supplying many other valuable services and equipment to the school. Usually the equipment which is supplied is of the type that would be difficult to have approved in the annual school budget.

To appreciate the amount of assistance supplied by the club and its members and to illustrate how the organization functions, an explanation of two or three of its projects needs to be made. First, let us consider the service of supplying attendants at athletic contests. In football, for example, there are usually at least two men at the gate to serve as official greeters and to help the school personnel in the selling and collecting of tickets. Other men are stationed at

strategic points around the field to assist in crowd control. One is assigned to the scoreboard, another is assigned to follow the play and relay game statistics to the scoreboard operator, another handles the public address system, while still others are available to assist the coaches on the bench if necessary. The responsibility for handling these assignments at football games rests with the club's football chairman. This takes a burden off the shoulders of the school administration. In many schools, teachers have to be assigned to these duties either with or without pay, or other personnel must be recruited for the purpose. As it operates at B.C.H.S., the administrators can discard this worry and attend sports events as visiting dignitaries. They are greeted at the gate or door and, if necessary, seats are found for them. Rarely during a game does a situation arise which will need their attention. Such situations are usually adequately handled by the fathers on duty.

Probably all administrators have had to face the last-minute crisis of supplying substitutes for attendants who did not report as scheduled. Under the system described, this responsibility rests with the sports chairmen. They have not taken their responsibilities lightly, for there is yet to be a time when a contest has been wanting for attendants.

In the case of the Lettermen's Dinner, the only involvement of school officials is to see that facilities are provided and that athletes attend so that they might enjoy the excellent meal which is provided and to hear the remarks of some leading personality, usually in the sports field, who has been supplied by the club.

Providing the football scoreboard might be a typical example of how these men get things done. At one of the meetings the need for a new scoreboard was brought up. After considerable discussion, one of the members present ventured the opinion that he might be of some help in furnishing some of the materials needed for the project and in having some of the work done through the company of which he was president. With this encouragement, a committee was appointed to handle the details. As it turned out, an expert job was done on the scoreboard and within a matter of four months it was completed at a fraction of the cost of what it would have taken to supply one commercially.

### *Financing Activities*

One might wonder where all the money comes from to carry on these ventures. This seems to be the least of the club's worries since there is usually a sizable balance in the treasury. As was indicated earlier, members pay annual dues of $1.00. In addition to this, two alumni basketball games are sponsored each year, one during the Thanksgiving holidays and one during the Christmas vacation. These bring together, each night, two alumni teams from Bethlehem Central and alumni teams from rival schools. These contests are usually well attended and the revenue taken in goes a long way in augmenting the treasury of the association.

If additional funds were needed, there is little question but what these enterprising and resourceful men would find a way of raising them.

### *Organization Recommended*

Such an organization may work in another school. However, unless there are men in the community who are interested and are willing to take the initiative, it may be destined to failure. Time, which seems to be paramount in our lives today, does not seem to be a deterrent factor because many of the members of the Bethlehem Central High School Men's Association hold important and responsible positions in all walks of life, which place many demands on them. Basically, they must be interested in boys and their welfare.

# Ballad of an English Teacher in Orbit

*By* B. JO KINNICK

O I'm Annie Oakley and Two-gun Pete,
As sad a gal as you'll ever meet.
Calamity Jane had nothing on me;
When you hear my story you must agree.

I catch kid mavericks, near and far,
And I teach 'em every doggone "R":
Readin', Rockets, and Rithmetic,
Taught to the tune of hysteria's stick.

I chill 'em and drill 'em; I say, "Now soon
Comes our senior excursion, a trip to the moon.
So listen, my children, and you shall hear
The wonders of the past geophysical year.

Don't give a thought to the things you've missed;
We are grooming each as a scientist.
So drink deep drafts of learning's cup
While you figure a way to blow us up.

Our national path will be full of thistles
Unless you study ballistic missiles;
If you can't keep ahead in the science race,
How will you fare when you get in space?

Studying English! Why, haven't you heard?
The 'equation' now is the latest word.
Who cares if you say, 'He ain't never ast'?
As long as you set off a rocket blast?"

O I'm Annie Oakley and Two-gun Pete
As sad a gal as you'll ever meet.
Calamity Jane had nothing on me;
When you hear my story you must agree.

I catch kid mavericks, near and far,
And I teach 'em every doggone "R":
Readin', Rockets, and Rithmetic
Taught to the tune of hysteria's stick.

Through it all, I know that the free man's power
From the day of his birth to his dying hour
Can be written and spoken and sung and heard
For it is the power of spirit, the word.

So I'll take to the trail in a dogged lope
Heading up to the greener range of hope;
And I'll ride all trails till I find a school
Whose brand is the word and the Golden Rule.

EDITOR'S NOTE

*Our Editorial Board agreed that here is an entertaining, cogent, and first-rate spoof of the current curriculum stress on certain subjects, pointing up the need for equal emphasis on the humanities. Mrs. Kinnick is a teacher in Oakland High School, Oakland, California.*

# LEARNING BY OVERDOING

## *A Study in Seventh- and Eighth-Grade Power Politics*

*By* HERBERT F. K. KLINGER

THE LITTLE MINDS WERE SCHEMING AGAIN. People want to know why the Russians were first with Sputnik? Recent events in my classroom may hold some clews to that question.

I was teaching a course in American history. My home-room pupils were likable and very much alive. How, then, could a Red Cross collection lead to breeding revolt? Within minutes, threatening notes found their way onto my desk, into my desk, into my pockets, proclaiming their ominous warnings at every turn:

"Oh, Sir, we're broke. Why don't the Red Cross help us?"

"How much is your job worth? Quit collecting, or we won't come to school."

"Dear Dictator . . . I must warn you, a revolt is starting."

"Poznan! Budapest! And now here? Desist, before it is too late!"

(Signed) Doug Hammershield

"Take heed, if you still underestimate this country's latest crop of young citizens."

"DEATH TO DICTATORS! YOU HAVE BEEN REPLACED BY A PEOPLES' GOVERNMENT!"

This intrigue had its beginnings when the home-room organization decided that Stevie should be a Sunshine Committee of one. Not enough pupils got sick to satisfy scheming Stevie, who seemed unable to enjoy this political plum. Why not bring happiness to those who had the misfortune of being healthy and in school? The result was a Joke Board, with Mr. Sunshine himself at the helm.

Stevie's first move was to surround himself with class characters, little guys who obviously had great talent to offer to a Joke Board Committee. The Joke Board, to quote later records from the J.B.C. archives, was "A SMASH!" It was also a hotbed and clearinghouse for precocious devilment, a kind of liberty tree for little rebels.

Then, a coup. Paralleling our studies of "The American Revolution," the J.B.C. was inspired to draw up its own irrefutable "declaration of independence," revolting from the main body of home-room organization. How clever! Yes, this was "functional application."

But now the members of J.B.C. stood isolated from class activity. The unit on "The Formation of Political Parties" solved that problem. Home-room elections were approaching. Drawing their lessons from Jefferson, Hamilton, Jackson—and Burr—the J.B.C. formed their own political party. After a campaign in the grand tradition, they succeeded in putting their man into power.

"The Growth of American Business" unit stimulated J.B.C. enterprise. Like all good capitalists, they printed and sold

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EDITOR'S NOTE

*Assuredly, this is a different type of message. Our editors agree on that statement but do not see eye to eye on whether this article should be published in* The Clearing House. *However, the nonconformist element prevailed.*

*The author avers that this is an attempt to communicate some personally delightful experiences in teaching American history to a precocious and socially conscious group of youngsters. Though some may regard the shenanigans as obtuse deviltry, we believe there is a seriousness of purpose underneath. The author is a teacher of history in a suburban New York school.*

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stock, engraved with thoughtful reminders like, "The only thing money can't buy is poverty," and "Oppose government (teacher) controls. J.B.C. for prosperity!" Every market was exploited. Sold were napkins for trips to the water fountain, and tickets to watch the fish swim. I strongly suspect there was a flourishing illicit trade in the sale of correct answers and a few hall passes. Ink was provided free under the category of public relations. No one was surprised when the J.B.C. bid (twenty-five cents) on a war surplus submarine, and printed up Take-a-ride-on-a-Submarine tickets, until a mysterious naval department reply suggested they pick up their submarine and tow it away.

Such fabulous business success is bound to stimulate competition, and from out of the shadows it sprang, a rival New Joke Committee. By now both groups were polished scholars in the tactics of our early business barons. No one remained untouched in the epic struggle between J.B.C. and N.J.C. The J.B.C., well entrenched (and less ethical), consolidated its position, rallied, and crushed its opposition. Humiliating surrender ceremonies left the J.B.C. a full-fledged monopoly.

The results of "Communications" were innocent enough. With note passing frowned upon, the J.B.C. converted two whisky cartons into individual mailboxes, which pupils could check mornings, afternoons, between classes, and on the way to the pencil sharpener. That was the week of weak pencil points. This was followed by a J.B.C. newspaper, only slightly subversive in character. Perhaps in anticipation of the next unit, there just happened to be copies for the entire student body.

With "Expansionism," the class library became a J.B.C. protectorate, the bulletin boards territories, and all other committees submitted to becoming possessions. Such eagerness for expansion led to acquisition of even the cleanup committee and the not so coveted position of top-of-the-locker-cleaner-upper. Only the classbook, steered by an astute group of young ladies, managed to survive this period of history.

The girls of the classbook could not hold out long, it would seem. During our studies on "Political Reform," the J.B.C. was doing extra homework on the corruptions. There emerged in our classroom a well-organized, big-city-type political machine. From its position of power the J.B.C. majestically granted favors, sold franchises, experimented with graft, and generally reveled in rampant corruption. New political appointees included even a "fish watcher," whose sole duty was a daily report on the "status of the guppies." (Lack of funds alone prevented the sidetracking of appropriations for "diving lung, flippers, and a pen that writes under water.") Once again the stalwart girls of the classbook were not to be coerced into submission. Local implementation of the initiative and recall brought temporary peace to our little learning lab. But "referendum" had yet to be tested. . . .

Perhaps the most spectacular miscarriage of learning occurred in connection with the fourth defeat of the community's local school referendum. The question was raised in class, "Why can't our own district, which always votes for the new school, go ahead on its own?" The magic word, the spontaneous solution—*secede!* Overnight the new, proposed community was promoted through a telephone campaign, poster barrage, speeches ("Arise, ye residents of the district! Secede and Succeed . . ."). In a campaign rapidly snowballing to alarming proportions, my good moniker was innocently being abused both in the naming of this new community and as its first proposed mayor. Pupils reluctantly came to realize that in gaining a mayor they might be losing a teacher, not through any new political prestige so much as by the hand of that stuffy old board of education. It took the persuasion of a kindly lawyer to stem the student movement, which had already

arranged for four radio spots and started fund raising for a newspaper announcement of their plan.

J.B.C. governmental matters proceeded smoothly until studies of "The New Deal Era." Concern over their own expanded bureaucracy led to an outbreak of letter agencies. The most impressive, with an eye to the future, was SLURPO—Strategic Long (Underhanded) Range Planning Organization. Approaching were studies of "World War II" and "Fascism."

J.B.C. power was now concentrated, but still thirsting for that lone holdout protected by the girls, the classbook. We suffered Prussian courtesies, "Heil J.B.C." salutes, and the exercise of sneaky Machiavellian techniques. Yet, even modified storm trooper tactics failed to deter the girls of the classbook. Just in time this phase ended in "democratization."

It was fortunate that the month of June manages to bring "formal education" to a halt. Final studies on current affairs led to reorganization of J.B.C. territories on a satellite basis, but U.N. studies saved the day with the emergence of plans for a U.C. —United Classes. Nevertheless, there was definite disappointment about not having come under Congressional investigation. And the J.B.C. couldn't help regret failure to take over the classbook and the world.

Soon, now, this crew will be turned loose in our society. And the preceding episodes are true, so help me board of education. Yes, the Russians were first with Sputnik. Their schools practice a strict academic discipline. But before you tear this out, lest it fall into the hands of a parent, consider the Soviet approach. It eliminates at least two keystones of a free society: the development of individual thought and the opportunity for self-expression. These youngsters learned their history. Some of it will they ever forget! And of this we can be certain—*they will never become puppets!*

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# The Lack of a Purpose

Whatever else an educator must face, he must confront his inability to transmit to his charges any meaningful value system that will be valid in the long run. He must learn to recognize that this impotence is due not to some special defect in him or them, but to the human condition at this instant or perhaps to the human condition as it may be forever.

Not only must the educator confront this central fact, but he must confront the fact that, whether or not his students can put into words what they feel, they already perceive or feel the fateful vacuum in and around them. They already act in the face of the facts—with anger and aggression in the blackboard jungle and with a more polite sabotage of self and society in the new suburbias.

The only weapon that will not serve in this conjuncture is pretense—pretense at a vision we do not as yet have, pretense at holding an older faith, on which we no longer act because we no longer can. It is useless, too, to absorb ourselves in the game of "Blame? Blame? Who's to blame?" Mutual recrimination between generations, between home and school, or even between proponents of various political and educational views is all profitless. The differences that divide us are pygmies compared to the giant dangers we confront together.

The expression of this view comes close to a declaration of bankruptcy. In the absence of a commanding philosophy or a gripping religion, all education is carpentry—shoring up a defect here ("we need more scientists and engineers"), putting in a window there ("we must have public financing of the education of select students"), but incoherent, planless, defensive, *ad hoc*. To go beyond carpentry, we need architecture; but architecture presupposes purpose; and purpose, in any . . . great sense, we do not have.—JOHN R. SEELEY in the *School Review*.

# Paradox in Teaching

*By* GERALD A. FOURNIER

BEADS OF SWEAT popped out upon my forehead; I tried to disguise my shaky voice and my mouth grew dry so that I could not swallow. My tongue tripped over simple words —"pacific" for "specific," "revelant" for "relevant"—my hands were shaking and I could not steady them. I was, obviously, a body of dancing nerves.

Trying to hold steadily a thick book, entitled, *An Appreciation Through Reading,* I stood in Room 16 before a class of twenty-eight half-smiling juniors—all girls. They were studying me, the first male practice teacher to be assigned to St. Elizabeth's Girls' High School. Realizing and enjoying every bit of my nervousness, they sat like little children watching a one-man comedy. When, for instance, I said Hamlet's Othello, or wrote on the blackboard "simbolism" for "symbolism," there appeared on their powdered faces smiles stretching from ear to ear.

Their smiles, of course, made my daily attempts to teach them a mockery. But the matter could have been worse. "He's only been teaching a few days," they whispered to one another, "give him time, he's just nervous"; or "All new teachers are like that; they get all shook"; or "I should bring him some of dad's tranquilizers." And so they whispered but, as I said, things could have been worse.

Indeed, those next two weeks might have been much worse. They might have known the truth; that is, I was not making so many mistakes because I was nervous but, on the other hand, I was nervous because I was making so many mistakes.

During my four years of college, I had done very well in my public-speaking course. I had spoken before many groups as president of the campus literary club, and I was a member of the debating team during my sophomore and junior years. So if I had added anything to my personality while in college, it was the ability to stand before a group and speak without the clumsy hands and shaky voice of the inexperienced speaker. And that is why I have written that I was not falling into error out of a nervous condition but my voice and hands were shaking because I found myself saying "Hamlet distrusted Iago."

When I strutted into Room 16 on my first day of teaching. I was as calm as an old gray-haired baggy-pants professor who bent over his podium for the fifteen thousandth time. However, during my teaching debut my attire was far from that of the straggly haired professor dressed in a suit unironed since the day it was bought, forty years ago. I paid eighty dollars for my brown tweed

EDITOR'S NOTE

*Many years ago, Governor Moore of New Jersey told the story of how he once taught beginning shorthand in a business school. He had a smattering of knowledge of his subject but was not an expert in any sense of the word. Consequently, he had to study harder than the students did in order to keep a few days ahead of them. At the end of the year, he was amazed to find that his students made out very well indeed on tests given by the director of the school. His conclusion was that good teaching often requires recency of experience in the subject matter.*

*It makes a good story even if true. So does this article, probably because the author accidentally discovered a teaching approach that worked for him. He is a resident of Pittsburgh, Pennsylvania, where he is doing graduate work at Duquesne University.*

seven days before and the trousers were pressed to a bladelike sharpness. My hair was cut tightly and it lay flatly upon my head. I spoke to them clearly—pronouncing every syllable of every word; I snapped my head from one student to another, being sure that they realized that my words were aimed at all. They listened with serious frozen faces as I explained to them that I expected their undivided attention during class and at least one half hour of their time each evening for homework. When the bell rang to end my first class, I sat at my desk and looking at the first green leaves of spring I thought, "It is as I knew it would be: a teacher and his pupils peacefully interested in each other."

Serious attentive faces listened to me the next day. This second class was also a success. I explained the use of contrast in Shakespeare's plays. However, I did misspell "soliloquy," but we all laughed when Shirley raised her hand and softly corrected my error. On the third day I misspelled two more words and also said "she," when I alluded to Evelyn Waugh. These mistakes were checked with smiling pleasure by three other students lacking the timidity of Shirley. During the following weeks more mistakes were added to my record and that is when those twenty-eight faces, frozen serious, began to melt into faces cracked in laughter and that is when my voice began to shake and the sweat slowly oozed from beneath my skin.

So it was not my standing before a group which caused my nerves to dance but the knowledge of my ignorance. I was like a man with a leaky roof. As he patched one hole, another began to leak and soon he had patches all over the top of his roof. As I patched one hole in my sheet of knowledge, another appeared and soon there were many patches—my students' corrections—all over the sheet. My study lamp remained bright until one o'clock, two o'clock in the morning. After four years of dances, football games, club meetings, I began to study. I was a teacher guilty of gross ignorance.

And I knew it but during those first two or three weeks my amused students—amused at what they interpreted as nervousness—still did not know of my ignorance. They still whispered, "Give him time; he's only been teaching a few weeks." But time passed, lectures added to lectures, mistakes added to mistakes. Weeks dragged by, then months, but still my lectures were salted with errors, what I tried to explain as "trippings of the mind."

As March turned to May and the hill of errors grew to mountains, my twenty-eight amused children developed a new game, tackling me each time I made another error. I was like a doctoral candidate before a board of twenty-eight skeptical professors—my every mistake was to be red penciled. If I called a long then a short stress a "dactylic foot," I was pinned to the wall by the weight of the repercussion—twenty-eight smirking faces raising their hands in rebellion.

For me the entire affair was frustrating. For my students it was an enjoyable engagement. They had been victims of red penciling for eleven years and now they found their position changed. They were like the small molested child who grew one day and struck back successfully.

But how could young juniors be such experts with the subject of English? It was not easy. And for the effect, their superiority over me, they willingly labored every cell of their brains to resolve any difficulties.

Outside of the classroom they were like twenty-eight busy red ants rushing from one source of food to another. Those twenty-eight chargers marched to any source of information possible to equip themselves for their daily attacks. Doubling their trips to the library, they thumbed through the dusty pages of the plain bound books in the English section. Other infallible English teachers were questioned to match their answers against mine. The research department of a major encyclopedia company was referred

to concerning the history of the novel. They even held their private seminars to tear apart the last lecture; to buttress one another for the next engagement inside the classroom. And within the classroom they were just as tense in their effort to defeat me. Any effort outside the classroom would have been useless unless they understood and remembered what I was teaching. Accordingly, they perched from the edge of their seats to catch my every word. (A bomb could not have snapped them out of their concentration upon my statements.) Their arms were held in fixed position ready to be sprung into the air at an instant of their not understanding. Finally, the bell was their signal to charge upon my desk to check, for instance, if they had heard correctly when I said, "'Jack' is in the nominative case because it is the subject of the dependent clause." Of course, all this effort, both outside and inside the classroom, was for their usually passive minds an uncomfortable strain; however, they were numbed to any pain by their fanatical devotion to mark upon my record of teaching another red check.

And so passed my era of practice teaching. How I tried! Hours were spent each hopeful evening in my bookish room preparing my next lesson. Free periods were spent with Sister Ann, who tried to advise me. I read *Teacher in America* three times. I visited my old English professor who said, "Good teachers are not made in a day, a month, a year, and frequently in a lifetime." The words, "in a lifetime," made the deepest impression upon me.

Thus went my first trial at teaching—my twenty-eight scholars never relaxing in their academic revolution—and soon it was time for the finals. These exams were made up by the diocese and they had to be accepted in every school. I was informed by the principal that the questions were difficult. They were, she added, an excellent indication of how much the student had learned, and (as if this weren't already implied) they measured the ability of the teacher. My career was ruined. I was positive that I had lost more sleep seven days before the exams than all my twenty-eight students put together. Finally, the day of English exams came. My twenty-eight nervous students filed into Room 16; at ten o'clock the bell rang and a brief prayer (how hard I prayed that day) was said; then, the exams were issued. Having received their exams, the girls wrinkled their eyebrows and without delay began to fill the blanks on their papers. I shall never forget that period. Among the many which I had spent with this class, it was the most peaceful. Ninety minutes passed; the bell rang; I collected the twenty-eight filled exams; slipped them into the gray envelope, and carried them to the principal's office. They would be corrected in West Rock, but not by me.

Nine sleepless nights passed; then, finally, on a Monday I was told that the principal, pudgy little Sister Marie, wished to see me.

With a lump in my throat, I knocked on her door, which was halfway open. She was stooped over a pile of books which she was counting. Hearing my knock, she stood erect. Her round face became more round with a wide smile. "She's going to be a diplomat," I said to myself, "She's going to fire me the Freudian way." She smiled silently for a few moments, then rushing behind her desk and opening the top middle drawer she said half laughing, "Oh, Mr. Fournier, I have a diocesan letter to show you." "Oh! I get it," I uttered silently; "she won't tell me I'm fired; she'll just give me proof of it." Still wearing her diplomatic smile, she opened the letter and handed it across the desk to me. I began to read:

**Principal's Office**
**St. Elizabeth's Girls' High School**
**Bellford, New Hampshire**

**Dear Sister Marie:**

**We are happy to inform you that your Section A, Junior English class has received this year the highest average in comparison with all other classes who have taken exam 51—Junior English. You realize, of course. . . .**

I stopped reading and gazed at the grinning face before me. Mentally, I was in a coma; my mind grasped nothing. The mechanism of my brain must have been frozen stiff.

Slowly the ice thawed and thoughts once again began to trickle through my mental channels.

"Section A?" I reflected. "My twenty-eight female rebels? They reached the highest average?"

Then, Sister Marie still smiling snapped me out of my reverie, "What's wrong, Mr. Fournier? Does that letter surprise you?" "Well, a little bit," I lied. Sister Marie added a few more words of congratulations and I walked dreamily out of her office.

I announced the news to the juniors, received congratulations from every second nun I met, and lost another seven nights of sleep trying to prove to myself that all was not a dream.

It is now the month of September; three months have passed since the triumph of my class and I am certain that it was not all a dream. The letter from the diocese was real and it did concern my class and the squeaky doors of Saint Elizabeth's are opened for me as a wage earning teacher.

I have had much time during my vacation to evaluate the events which occurred in Room 16. I have relived mentally my frequent mistakes and the constant attacks waged upon me. As for my mistakes, there is no excuse. I had received my C's and B's on my English exams but that meant nothing; ignorance still betrayed me. As for my students: a bit uncharitable perhaps—they loved to see my face turn red with humiliation. But they were not angels nor do I believe that any of them were saints and to see the face of authority flushed was for them a joy.

Finally, those dynamic four months of practice teaching were not exclusively humiliating. My class did have the highest average in the diocese. But, I have learned a practical lesson in pedagogy. When I overcome my ignorance, when I no longer say, "Hamlet mistrusted Iago," when I find myself placed shoulder to shoulder with those stamped as infallible by their students, then, and this is the lesson: I shall try to become the greatest actor in the teaching profession.

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## Dynamic Nature of the Schools

Schools which are alert to meet the changing demands of a changing social order must be dynamic institutions. Adjustment to needs is a dynamic process in itself. This dynamic nature of the role of education makes several demands. First, it calls for a type of school leadership which recognizes how important it is for the influence of education to be . . . extensively understood in the community.

The approach to increasing lay understanding about schools must not be predicated on selling the public a bill of goods. The people simply need to see the power of education and of good schools in improving the lives of individuals and, through them, the social order. Second, the professional educator in the role of leader must have the capacity to develop and to use successfully the procedures, devices and techniques particularly suited to the symbiotic character of his community. Third, the dynamic nature of adaptability in schools calls for a continuity of leadership which does not rest on its oars. Leadership must continuously pave the way to better schools (a) by raising the level of community understanding of the power that education can exert for better life and better living, (b) by generating potentialities for community action in making adjustments to needs, (c) by directing the energies of the community into constructive actions, and (d) by keeping the channels for action properly open.—ERNEST R. BRITTON in *Educational Leadership*.

# Paperbacks and Hardbacks

*By* FAYE M. KLINGMEYER

EVERY SCHOOL LIBRARIAN knows the frustrations engendered by mass requests for specific titles as a result of interest stimulated by teachers, movies, or other means. A library can never afford to buy sufficient copies to satisfy such demands. Paperback books are a boon in such circumstances, not for circulating because they do not hold up well enough for that, but for sale.

Few students can afford to buy hardback books at today's prices, but they can and do afford paperbacks. They enjoy building up their own libraries, are proud of them, and read them. The psychology of ownership seems to promote reading. In the writer's library, where paperbacks have been sold for two years, students frequently ask if a specific title is in paperback form either because they have read the hardback and want to own so good a book or because they have heard the book is good and don't want to wait for a library hardback. Too, students are like librarians—they want a variety of books on hand to read according to mood.

EDITOR'S NOTE

*An exact title for this piece could well be "Supplementing the School Library Book Collection Through the Sale of Paperbacks." Such a title would be too long, even for* The Clearing House! *The growing interest in paperbacks by secondary-school students is resulting in more than a million-dollar annual business for publishing firms. This is good because you can get good literature in paperbacks and they are inexpensive books for students to own.*

*The author is head librarian at North Miami (Florida) Senior High School. She reports that in the first three-weeks of school this year teachers had the school purchase 1,200 paperbacks for resale to their students.*

Librarians no longer need fear cheap quality in paperbacks; hundreds of titles are available in the classics and hundreds more in modern fiction and nonfiction. Of course the school librarian must exercise the same critical judgment in her choice of paperbacks for selling as she does hardbacks for circulation. Libraries selling paperbacks will make some profits but should not look upon such profits as the reason for handling them. What the librarian is doing by selling paperbacks is what she is hired to do: She is putting good literature into the hands of her patrons upon demand.

Selling paperbacks takes time, but so does waiting upon students with the same titles in library hardbounds. It takes time to unlock the storage cases and make change, but selling paperbacks also saves time: It is not necessary to keep a strict inventory or to library-process these books; they don't require time to charge and discharge to the patron; there are no overdues to worry about; and they don't need to be reshelved.

Any librarian wishing to handle paperbacks should clear with her board of education or her library board. In Dade County, Florida, the board encourages such sales. The science department took official initiative by making up a list of locally available science titles in paperbacks. This list was sent to all science teachers with the recommendation that the teachers encourage students to purchase them through the library. No sales tax is charged because we are tax exempt, but we are not permitted to pass on any discount to the students for then we would be in competition with local stores. Unsold copies may be returned.

Teachers have shown astonishing enthusiasm. Critics who assign lack of intellectual interest to teachers should visit a school where paperbacks are sold. Perhaps their

lack of faith in American schools might be somewhat restored. Teachers themselves buy many, many titles for their own libraries. Their excitement spreads to their students, who purchase widely as a result not necessarily of a class assignment but as a result of pure interest.

Honors classes in North Miami Senior High School are given a list of paperbacks they are requested to buy. Although purchase isn't mandatory and although two or more students may share copies, parents are told honors students may have to purchase as much as $10 worth of paperbacks as intellectual stimulation. Some teachers use paperbacks as textbooks in honors and accelerated classes.

Slow, average, and accelerated classes also use paperbacks. For instance one twelfth-grade teacher used *Katherine* Seton's in her honors class, Chute's *Shakespeare* and *Geoffrey Chaucer* in accelerated classes, *Vicar of Wakefield* in average classes, and *Ivanhoe* in her slow ones, twelfth-grade English being oriented to English literature. Several eleventh-grade teachers (American literature) used *Moby Dick* or *Gone with the Wind* for accelerated, *Ox-Bow Incident* or *Red Badge of Courage* or *House of Seven Gables* or *Scarlet Letter* for average, and *Huckleberry Finn* or *Tom Sawyer* for slow. Some English teachers stimulate interest in literature by assigning *Books That Changed the World* and *Reader's Companion to World Literature.*

When teaching grammar, many teachers assign *Six Weeks to Words of Power, Six Minutes a Day to Perfect Spelling, Word Power Made Easy, Short Cuts to Effective English,* or *30 Days to a More Powerful Vocabulary.* Although not assigned, hundreds of copies of *Webster's Collegiate Dictionary* are sold.

Foreign language teachers encourage purchase of the dictionary available in the language they teach; each art student receives as part of his fee money a copy of *Enjoying Modern Art,* which serves as a text.

Social studies teachers use regularly *Teacher in America, Story of Mankind, The Greek Way, The U.N., Story of Philosophy,* and numerous other titles. The best seller in science is Conant's *On Understanding Science.*

The librarian should not presume that students will buy only because of teacher assignment. They buy because of intellectual interest, for entertainment, and because of the influence of advertising. This advertising may be by word of mouth by the librarian, teachers, or other students; by best-seller lists if paperbacks are published when hardbacks are best sellers or shortly thereafter; by the influence of a movie (*Bridge over the River Kwai, Green Mansions*); or simply by the fame of a classic (*Jane Eyre, Treasure Island, Good Earth,* and dozens of others). Students will often forego lunch in order to buy a paperback title they spot, for fear all copies will be sold before they acquire other money.

Just as a librarian caters to all reading levels in her hardbacks, so may she cater in paperbacks. For instance my library sold 300 copies of *Hot Rod* and about 100 each of the available Sue Barton books, in one year. This library (serving 3,000 students) sold 5,000 paperbacks during the school year 1958-1959. "Paperbacks in Print" obtainable from the R. R. Bowker Company (62 West 45th Street, New York City) on a subscription basis or at $1.00 per issue (four times yearly) is the best source of information about paperbacks. This is an alphabetical listing by subject, author, and title.

England has one of the highest per capita reading rates in the civilized world, the United States about the lowest. Excellent paperbacks have been longer and more widely available in England than in the United States. The enthusiastic response to paperbacks I have observed indicates that availability may be partially the answer. One teacher stated that paperbacks are the greatest stimulation to reading she has ever observed. Any stimulation is worth trying.

# *Breaking the Textbook Strait Jacket*

*By* SAMUEL LOURIE

THE NEED FOR TRAINING HIGH-SCHOOL STUDENTS in critical reading and thinking has been receiving a merited share of public attention. Featured articles in the Sunday magazine section of the New York *Times*, the *Saturday Review of Literature*, and other widely circulated columns have exhorted teachers to make students more alert, aware, and critical.

Certainly high-school students have frequent opportunities to read critically the misleading advertisements, news articles, and editorials they encounter. But the "hard core" of authoritarianism, the textbook, is still regarded by many students as beyond criticism. Changing their attitude and training these students to apply functionally the specific skills of critical reading to textbook study, would therefore be important prerequisites to developing independent habits of critical reading.

Some time ago, the writer presented a problem requiring critical analysis of social studies textbooks to a tenth-year study-skills class at the Reading Institute of New York University. Since his experience has shown that opinions, culled from current publications, can effectively stimulate critical reading, he made use of a quotation in the book review section of the New York *Times* for March 16, 1958, from a review of Sir Winston Churchill's *The Great Democracies*, Volume IV of his "A History of the English-Speaking Peoples." The attention of the class was focused on these sentences:

> Again, in quoting Ulysses Grant's reference to the Mexican War of 1846-48 as the most "wicked war" ever waged by the United States, he remarks benignly: "Manifest Destiny was on the march and it was unfortunate that Mexico stood in the path." Churchill cannot repress a smile when he considers those Americans who, even today, represent Manifest Destiny as in some strange manner holier than imperialism.

After some clarification of the opinions expressed in the paragraph, the discussion led to the formulation of the following questions:

1. (a) What is the meaning of "manifest destiny"?
   (b) What is the meaning of "imperialism"?
   (c) What are the connotations or implications of each?
2. Why do Churchill and Grant condemn our war with Mexico? Was it wicked?
3. What are the facts?

In one of the class history texts, *Story of America* by Harlow and Miller, the class found concise explanations of the key expressions. Then the group applied study skills in reading the section that dealt with the causes and effects of the Texan revolution which preceded annexation. First, they anticipated ideas from the title, noted key words, and previewed the whole section, skimming for main ideas from subtitles, pictures, captions, and maps. Then they read for detailed causes and effects. The teacher's questions checked on comprehension and interpretation of the reading.

### EDITOR'S NOTE

*The author is an instructor in the Reading Institute in the Division of General Education of New York University with offices located at 2 Fifth Avenue, New York City. He says that his article presents a way of using textbooks to sharpen student awareness of clues to deeper meaning. It is important that students distinguish carefully between fact and opinion, between statement and implication. Therefore, the printed page cannot be accepted as absolute unless it is desirable for students to be uncritical and/or gullible.*

After considering the facts given in this text, the class was asked to consider these questions:

1. What were the motives and objectives of the "annexationists"?
2. Why did the Mexicans call them "Yanqui Imperialists"?
3. Which name, in your opinion, do the facts justify?

Looking for additional material in another class text, *The Pocket History of the United States,* by Commager and Nevins, the students found this paragraph:

> Various writers have treated this wresting of territory from Mexico as immoral aggression. James Russell Lowell said that the South wanted Texas just to have "bigger pens to cram slaves in." This is unjust. A natural and inevitable process brought about the addition of this territory to the United States—a process well hit off by the phrase "manifest destiny."

Here, indeed, is the challenge to Churchill and to Grant. Knowing and understanding the facts given, how are the students to evaluate the writers' opinion? They began to look for information on the following points:

1. What facts do the authors give to support this opinion?
2. Who are the authors? Are they qualified to deliver such a verdict? What can we find out concerning their professional rank, academic status, positions held?
3. What clues can we find to their overall approach and purpose in their treatment of American history?

The class used the clues from preface, title page, and copyright date. They were led to the conclusion that it was indeed important, in 1942, to present American history as unblemished as possible in order to encourage the fight for freedom in World War II. They came to the conclusion that more objective reporting would probably be found if they read widely in texts written for other purposes and in other circumstances.

This kind of textbook reading, under the teacher's direct guidance, should help our students to develop more mature skills in evaluating text material. It is in the functional classroom setting that the students are best guided not only to read for comprehension and interpretation of the text but also to search for deeper comparisons and evaluation.

If students are conditioned to accept ready-made judgments enunciated by the teacher or stated in the textbook, they can hardly be expected to attain the attitude of scientific inquiry which we desire.

They must learn through guided practice to base their judgments on (1) the purposes and motives of the writer; (2) the author's competence and qualifications; (3) the authenticity and adequacy of the facts presented; (4) the relevance of the writer's opinions; (5) the use of emotionally "loaded" words; (6) the methods of appeal to the reader.

Such training in critical reading provides an inquiring mind with the means of distinguishing among varied levels of scholarship. This may aid all students in coping with the innumerable assaults upon logical thinking which are met at every turn in daily life.

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In school life, as in the wider society, there should be no moral imperative either to be different or to blend into the social landscape, but only the ultimate imperative to know who one is, to know what one is choosing out of life, and to take final responsibility for those choices.—VAN CLEVE MORRIS in the *Teachers College Record.*

# KIDS WILL BE KIDS

*By* MARTIN TONN

"KIDS WILL BE KIDS" goes the old saying. Most of us will accept this when a student gets mixed up in some minor mischief. However, the old saying no longer holds water when we cross paths with a student who persistently keeps the trouble pot brewing. "Why?" we wonder, "doesn't this kid behave like other kids?"

The grim fact of course is that no two students are alike. They differ in:

(*a*) Physical make-up. Some are Adonis-like and models of health. Others are short, fat, and asthmatic. Yet others have hearing, visual, dental, and a dozen other physical problems, minor and major.

(*b*) Mental ability. In the average school your I.Q. range is likely to be from 70 to 160. In some schools it may be from 60 to 170. This kind of a difference makes a difference.

(*c*) Home background. It's obvious here that 500 children come from several hundred different homes. Some of these homes are more like homes than others.

(*d*) Emotional make-up. Most of your students are probably in the "normal range" of emotional stability. Others are way out in emotional left field.

No doubt the problems of school administrators and teachers would be greatly reduced if all students were the way we would like them to be. Most of us have a composite ideal student in mind. The ideal high-school student would have these characteristics:

Physical make-up: No special health problems. We wouldn't be too concerned whether he was good looking or not. He would probably be about 5′ 8″ to 5′ 10″ (I detect a gleam in the coach's eye, however, if he tops 6′).

Mental ability: Here we prefer to have the student slightly above average, though most of us would be satisfied with an "average" student. We don't want him to be so low mentally as to be a learning problem. On the other hand, we tend to become somewhat uneasy at the very very bright child. He also requires some special attention.

Home background: We should like our students to come from a nice, conservative, middle-class background where the parents have taught their children to respect their elders (especially teachers).

Emotional make-up: We like stable students who take their school work seriously yet have a sense of humor, and who take daily events in their stride.

There are, believe it or not, a few students who would fit the above criteria pretty closely. However, there is a good deal of evidence to indicate that not a school in the nation has many students that fit this pattern.

As school people then, we must constantly recognize that we have a vast array of individual differences in our students. We must provide for these individual differences as best we can with the equipment and personnel we have. In more and more schools we have special provisions for the student who is exceptional to the degree that he requires special education. We have special classes for the mentally retarded, the

EDITOR'S NOTE

*Of course they will: Kids will always be kids. But the author is saying a lot more than this cliché. The substance of his remarks deals with all kinds of individual differences and how they relate to stereotyped concepts of behavior. The writer is co-ordinator of special education at the State College, Moorhead, Minnesota.*

physically handicapped, and even some for the gifted. We have expanded psychological and counseling services. If a community expects us to take care of the exceptional child adequately, it must provide us with funds and personnel. It is rather absurd for educators to say "the dullard and emotionally disturbed child are not the school's responsibility." Of course they are the school's responsibility within the available resources. Yet we have some educators who say, "These children are the responsibility of some other agency." But they fail to name the agency, or to say whose responsibility they are. Far better to accept this responsibility and demand resources to handle it adequately.

School administrators and teachers sometimes tend to view with proper pedagogical alarm the bright child who is a nonconformist and a behavior problem. Again, it is the duty of the school to get at the root of the problem and guide the student into more constructive, creative channels. Some social conformity of course is essential, but conformity in itself is hardly an admirable goal.

We should guide, not goad; stimulate, not stifle. We should recognize that adjusting to individual differences is an integral part of the school program. We may not be quite so comfortable but we will be more realistic if we keep this thought constantly in mind.

Of course "kids will be kids." But remember that all kids are a little bit different from one another, and some are a lot different from the rest.



# Curricular Senility

Axiomatically, the curriculum undergoes frequent modification in order that it can coincide with the requisites of a shifting society. Anyone familiar with curriculum work, however, is readily aware of the difficulties inherent in accomplishing change, however slight. The teacher who has routinely taught a subject employing the same text for five or so years is virtually an immovable force. Change, after all threatens security; the teacher who is called upon to temper his instructional approach abruptly is left without a sense of direction. Nevertheless, educational change today is imperative. Not that we should yield to the pressure of the current panic, but we should scrutinize the curriculum with care and measure the appropriateness of its purpose. . . .

It has been commonly stated in the past that our "educational lag" consumes fifty years in time. Recent evidence indicates that the period has been accelerated to twenty years. But even twenty years, in an era of expansion such as we are now experiencing, represents an impossible luxury. We need to probe the curriculum for infirmity, to expel senile content, and to accomplish both with dispatch. . . .

Three factors point up the need for prudent curriculum assessment at this time: (1) the fund of human knowledge has advanced substantially during the last decade; (2) the changing cultural pattern has made it vital that men employ a greater portion of human knowledge in their daily lives; (3) we are deriving a much sounder understanding of the relative importance of subject-matter content and the ultimate diversified needs of students. Although attention to curricular change has been more spectacular in those areas which are under immediate critical fire, virtually all areas contain guideposts for new roads that merit consideration. Additionally, several circumstances contribute to the importance for action at this time: research on the gifted, the emotionally disturbed, and the educationally limited, all have tended to give new muscle to the idea of individual differences; intellectualism, for the moment, is enjoying a comparatively high status in the system of public values; and education stands on the verge of instigating a much sounder program of individual student guidance.—LOUIS J. RUBIN in the *California Journal of Secondary Education.*

# Travel as Motivation in English

*By* MARION L. TALLMAN

FOR THE THIRD YEAR I am taking my selected A group of tenth-year English students from Gaskill Junior High School in Niagara Falls on one four-day and two daylong trips. As I have watched the reactions during the years, before and after the trips, I am increasingly convinced that such experiences do teach English as it is needed in this practical world.

The first trip at Easter three years ago [see *The Clearing House* for September, 1957, p. 43] naturally was to Washington. We started in October with tentative plans and hopes. I had made many trips there but lacked all experience in conducting groups on such trips.

One by one, problems became simple. Two young teachers volunteered as assistant chaperons. We chartered a bus for $396.30, engaged hotel rooms at $3.50 per night, decided to use our local bus for sight-seeing there, and after innumerable letters written by the class with the best in each case sent, we received floods of pamphlets, brochures, maps, and prices.

We saw everything that Washington offers, with an unplanned baseball game at Griffith Field and "The Spirit of St. Louis" for extra measure. Gettysburg, Mount Vernon, and Annapolis enlivened the journeys to and from Niagara Falls, The complete cost, including food, transportation, room, and entertainment, was forty dollars for each student.

We directed our work in the library to research about Washington; we used many of our oral periods in reporting results; we read books and magazines to discover more facts. It was a wonderful change from the grammar, composition, and literature books we were doing as required work.

The next year, I decided that Washington year after year would keep the travel project in too narrow a groove. Then I began planning a trio of trips to be repeated every three years. In this way, almost a hundred traveled students would always be in the last three years of high school; by comparing experiences they could begin to make English—or education—part of seeing and experiencing in a wider world than school.

Boston and New York were the choices. At first, disappointment at missing Washington was expressed by this second group, but soon everyone was convinced that Boston might do. It certainly did!

Boston, the city where great patriotism, education, and culture began, became the target for our inquiries. The usual letters began. We learned that $45 would cover everything including, this time, a day's tour by sight-seeing bus and a half day each in Plymouth and Salem.

In the meantime, I had learned that individual interests for each pupil increased

EDITOR'S NOTE

*Travel is more than broadening. It is vital if one is to shed some of his provincial notions. Furthermore, it helps push education out of the 2 × 4 cubicle. (The 2 = floor and ceiling; the 4 = the walls.)*

*So it is educationally desirable to travel. But to implement that desirability calls for a sequence of acts that come under the head of hard work, such as: stimulating the idea, selecting the place, raising the money, planning the trip, organizing the group, and supervising it at all times.*

*The author's story indicates all this, yet her enthusiasm appears to be strong for another safari. She is a teacher at Gaskill Junior High School, Niagara Falls, New York.*

concentration and memory. I prepared lists of sixty places and sixty people that were or had been associated with the states to be crossed or with Boston and its vicinity. Every student had two each on which he did research and then wrote reports to be collected into two notebooks to be read by all the travelers before starting out; this gave a new experience in working together to compile a large piece of work.

Since so many writers had lived in or near Boston, incentive for reading poetry and biography was added to the year's work. We studied good manners as we had in the previous class, and finally felt we were ready. Boston, in its way, furnished experiences equal to, if not surpassing, Washington's.

This year, the third, meant New York with $50 covering chartered bus transportation, hotel rooms, tours by sight-seeing bus, food, and tickets to a play, a luxury we had never indulged in before. We studied good manners as a recognized necessity for adventuring far from home. In poetry, in addition to the prescribed course, we learned Wordsworth's "Westminster Bridge" to increase our awareness of the charm of cities; we also read and emphasized Edgar Allan Poe's verse. In short stories we were made increasingly aware of Poe's reputation as the father of the short story since we actually saw the Poe cottage on the Grand Concourse.

We read a collection of plays representing drama of our time and *The Merchant of Venice* with the realization that the New York play we were to see, *Sunrise at Campobello,* could not be fully enjoyed by spectators knowing only a little about acts, scenes, setting, and fine plot and acting. Practice in using the "Readers' Guide," magazines, and other library aids was afforded by our doing research on Shakespearean and Broadway plays.

In preparation for the half-day visit to the Metropolitan Museum of Art, we used composition assignments. Using large reproductions of famous paintings intended for art appreciation courses, colored post-card copies of paintings from the National Art Gallery, and thirty post-cards from the Metropolitan, we studied what to see in art and how to describe beauty in any medium. These compositions were followed by more research and oral reports on painters, sculpture, sculptors, and architecture.

Fewer business letters were written this year. Each pupil, though, wrote several and the best was chosen and sent. Inquiries of schedules and possible tours of the Corning Glass Works, West Point, Hyde Park, the Vanderbilt Mansion, and thank-you letters to places visited earlier in the year in Buffalo furnished sufficient motivation for the required letter-writing project.

As in the two previous years, two day-long, carefully prepared trips to Buffalo were taken. To put into effect the initial studies of the library and of good manners, we visited, on the first, the Buffalo Public Library, the beautiful library of Buffalo State Teachers' College, and the Hotel Statler-Hilton where we were shown from cellar to gorgeous ballroom.

On the second trip, we waxed more cultural and scientific. To increase our powers of observation in art we first visited the Albright Art Gallery, where many originals done by the artists and sculptors studied delighted the seventeen boys and eleven girls in the group. Three beautiful churches enabled us to study Byzantine and Gothic architecture. Next we heard a short lecture and investigated the possibilities of the Museum of Science. The climax came in an hour's guided tour of Roswell Park Memorial Institute, one of the world's greatest research hospitals.

Like all the other local trips the complete cost was only $1.25 per pupil. Steadiness, ability to co-operate, habits of careful listening, practice of good manners, and training in seeing and observation were brought into play in preparation for the long, four-day, Easter-vacation trip.

And while these genuine experiences in using English were going on, the regulation English course, which includes a thorough review of grammar, was progressing. We studied two novels and for outside reading chose two selected from a list of classics intended for college entrance students and four other books of varying types that would broaden the general field of reading. In short, we not only covered the course of study but doubled the application and experience.

The cost per pupil for the last long trip, the one which we made to New York, was as follows:

| | |
|---|---|
| Transportation by chartered bus | $15.30 |
| A nine-hour sight-seeing trip | 7.00 |
| A two-and-a-half-hour, after-dark tour | 2.00 |
| Hotel room, with three to a room | 13.00 |
| Tickets to the theater | 3.45 |
| Food for three days (picnics on the first) | 9.00 |
| | $49.45 |

I realize that not all schools are located like Gaskill within a day's trip of three great cities, but when field experiences reap such benefits, English teachers can investigate the local possibilities. The cost and the strain on nerves are far less than generally supposed. Anyone with the slightest pioneering instincts can help the subjects of English to venture out of the classroom into this modern world.

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# Professionalism or Unionism

The richness and the strength of American society is not found in its dependence for productivity on any one segment of its population, but upon the integrated productivity of all elements of its population, capital as well as labor. Certainly the professional teacher has no quarrel with the organized labor movement; it has enriched and deepened the meaning of the dignity of man as taught under the American democratic system. At the same time, the professional teacher is an economic participant in the capitalistic system of private ownership and trained management. It also has opened . . . doors of opportunity to the American people at large.

The teacher's job in the classroom and the teacher's job in the community remains to present the facts, and to support community movements by intelligent action based upon facts. Where labor is correct in its disagreement with management, it is the teacher's job to point out to the youth of America the correctness of labor's position. On the other hand, where management also has its honest points of difference, it remains to the professional teacher to instruct American children as to the correctness of management's position. If we as teachers are to teach and to present to the children of America the social, economic, and religious culture of American society, we must remain a non-committed unbiased group. We must remain free to seek the truth, wherever and whenever the truth may or might be found. To become an active member of the organized labor movement of this country would, by the obligations inherent to such membership, remove each and every teacher from an impartial and privileged status. The teacher must remain free to teach and speak as an individual citizen, and not as a product of group pressure thinking. . . .

In the first place, teachers must realize that they are not now, and cannot by the very inherent nature of the profession they follow, be a vocal part of any segment of our culture, but rather must serve as spokesmen for all segments of American culture. Secondly, teachers and administrators must clearly understand that theirs is a joint, united profession, with a common goal. There exist no basic fundamental differences between the professional objectives of the good administrator and the professional objectives of the good classroom teacher. There are, of course, differences of viewpoints and opinions between individuals and groups. Where should these differences be settled? In an organized professional group. Professional minded classroom teacher organizations and professional minded association organizations can meet, can discuss, can criticize, can suggest, and can work together to solve the inter-staff problems of the educational profession.—JOSEPH BROOKS in the *New Mexico School Review*.

# Tricks of the Trade

*Edited by* TED GORDON

INFORMAL LECTURE: A technique that I have used in my American history classes for many years with a great deal of success has been informal lecturing. Just about once a month, usually to introduce or sometimes to summarize a unit, I give the class an informal lecture, stressing the ideals sought in the unit, or emphasizing the basic values of Americanism. The students take notes and simulate college students. I have had many students comment on the value they found in these informal lectures—for the practice of note taking, the practice in listening, as well as the value of organizing the unit for them.—LEO E. TARUTZ, Roxbury Memorial High School (Girls), Roxbury 18, Massachusetts.

LITTLE THINGS: "Little things mean a lot" says an old proverb and also the words of a once-popular song. What about those little notes that go from teacher to teacher? Are they pretty carelessly done sometimes? If so, the writers are making a mistake. It's really hard being a top-notch teacher because one has to take pains to do every little thing well. Or, again, if "little things mean a lot," what about your speech? Do you make little mistakes in grammar or unwise choices in diction? If so, someone—often one of the smart students from a family of education and refinement—will notice them. And down goes your repute one notch.—CARL G. MILLER, Lewis and Clark High School, Spokane 4, Washington.

JUST FOR FUN: In one corner of our blackboard there was a spot labeled "Just for Fun." There we shared our most exciting observations. These were often in the form of "teasers." Examples: What migrant workers are picking camphor berries in our neighborhood? (Robins). Who is window peeping from the redbud tree? (A wren). What noisy visitors passed over town late yesterday? (Wild geese).—MRS. BLAIR T. HATHAWAY, 106 N.W. 10th Street, Gainesville, Florida.

JIST WRIGHT! A student who insists on using "jist" for "just," "git" for "get," "set" for "sit," and similar forms of substandards speech may break the habit if he attaches to the cover of each of his textbooks, by means of a rubber band, an index card with the proper pronunciation printed on it in large letters.—CAROL E. PRENTISS, Stearns High School, Millinocket, Maine.

AV COMMITTEES: Our audio-visual aids committee or class is divided into committee groups. Each group must do an original tape program, a live radio program, a puppet show, and a live TV show from our local studios.—GILBERT D. MCKLVEEN, Lebanon Valley College, Annville, Pennsylvania.

BRANCH LIBRARY: Not a new idea, certainly, but perhaps a record of its success will be useful. We borrowed fifty books from the school library—books selected especially for their appeal to teen-agers—and placed them in the classroom. To take out the books, each person had only to write his name and the date in a notebook. He was requested also to write a brief comment to guide others, after he returned the book. Within one month of the establishment of this classroom "branch library," nearly sixty students had withdrawn books; but, best of all, many of them were youngsters who seldom or never took books from the school or the public library.—HERBERT MICHAELS, High School of Commerce, Springfield, Massachusetts.

# Modified Master Teaching Plan

*By* MAURICE MEHLMAN

THE NEW PROGRAM OF MASTER TEACHING has been spreading throughout the country. This idea, in simple form, is divided into three parts:

(1) Large groups of students, under a master teacher, meet to hear lectures, see a demonstration, or hold a panel type of discussion.

(2) The large group of pupils is then divided into smaller groups for further discussions, review, drill, and testing. These small groups are to be directed by assistant teachers.

(3) All pupils are given time in the program for individual research and study, utilizing library and study halls.

This program has been devised to meet the need for teachers and to offset the lack of space to house class units. However, as our junior high schools are set up in New York City, we cannot provide for small groups (fifteen or twenty except in special schools where additional personnel has been allotted for remedial reading, and so on. Nor, because of the lack of necessary facilities, can we permit hundreds of pupils to wander off to study and do research work. But it is possible for us to modify the first part of the program and develop the idea of master teaching.

At Andries Hudde Junior High School we are going to experiment with the abilities and talents of teachers through demonstrations and lectures to large groups of students. We find that many teachers have some special talent, knowledge, or technical skill to offer, and in our large school program many students fail to receive the encouragement and challenge that this talented teacher has to offer. At the beginning of the program we will emphasize mathematics and science, and then we hope to include social studies and English as soon as possible. An outline of our plan follows:

MODIFIED MASTER TEACHING PLAN

I. *Purposes*

(*a*) To enrich program of pupils through master lessons.

(*b*) To enable teachers with special talents, interests, and abilities to share these with more students than is possible in a regular schedule.

(*c*) To stimulate thinking and experimentation in academic studies for both teachers and students.

II. *Techniques*

(*a*) Groups of special classes will be brought together at one time in auditorium.

(*b*) Mimeographed lessons will be prepared in advance for teachers and children. Wherever possible preliminary conferences will be held

EDITOR'S NOTE

Images of the Future, *by J. Lloyd Trump is a publication of the Commission on Staff Utilization sponsored by the National Association of Secondary-School Principals and supported by the Fund for the Advancement of Education. Single free copies are available from 200 Gregory Hall, University of Illinois, Urbana, Illinois.*

*This prelude is helpful information because the author has adapted the ideas of the commission publication to suit his own school resources and objectives. We are enthusiastic about publishing this and other articles that describe school experimentation. Thank you, Mr. Mehlman. He is principal of Andries Hudde Junior High School, Brooklyn 10, New York.*

with all teachers concerned under the direction of the master teacher.

(*c*) Lecture and demonstration with provision for audience participation.

(*d*) Follow-up through assignments, discussion, research, and individual projects under regular subject teachers.

III. *Current Potentialities*

1. Mr. G_____, a pilot and a member of Aircraft Owners and Pilots Association—lessons in area of aviation and aerodynamics.
2. Mr. E_____, mathematician—lessons in the use of slide rule and indirect measurement.
3. Mr. H_____, naturalist and authority on birds—lessons in this area.
4. Mr. N_____, science teacher and optometrist—lessons on refraction and lenses.
5. Mr. S_____, assistant principal with a background in languages—lessons in word origins, language relationships.

This is only a sampling of what has been discovered so far. We feel certain that many latent talents and abilities will come to the forefront as soon as the experiment goes into operation.

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# Thoughts on Secondary Education

A number of questions about contemporary secondary education trouble me. For one thing, I am concerned about intellectual endeavor in our high schools. I know that the old assign-study-recite-test routine did not stimulate much in the way of creative thinking or of real mental effort, but I am not convinced that we are doing as well as we ought to in this regard even where new programs are in effect. I'm concerned here with the quality of student thinking, not simply the amount of information dispensed or homework required.

Second, one of the things that distresses me when I visit secondary schools is the lack of purpose generally evident. Youngsters are rarely intrinsically interested in what the school offers. Remove the grading system, report cards, attendance requirements, diploma and college entrance requirements, and the students simply wouldn't be there. How did we ever arrive at the "fix" we are in, where youngsters go daily through a rigmarole that makes no sense to them except in its rewards and punishments? The proposals of the latter-day critics are likely to aggravate this situation, too.

Third, I am scared by the intellectual, social, and ethical values that characterize the dominant pattern in American life today. Anyone who denies the strength of the "What's in it for me?" motive is simply looking through rose-colored glasses. The stress of our "affluent society" upon personal comfort and acquisition as primary values gives me a feeling that our culture is drifting toward sterility and meaninglessness. Is this all that life has to offer? What part does the school play in a culture dominated at least momentarily by highly material values?

Fourth, I am convinced that we need a new pattern in the organization, financing, and control of school systems. I do not believe that the local school board is the best means we can develop for operating school systems that have national and international ramifications. I am equally convinced that national, centralized patterns that characterize European education are undesirable. I believe that schools should be close to the people and should enlist citizen participation in planning. But I have seen too many cases of groups with axes to grind being allowed to speak for the whole public, of demagogues replacing top educators. We have taken many years to arrive at a sense of professionalism—and have not yet succeeded—because (1) at times we have let provincial, uninformed, uneducated, narrow-sighted persons run school systems by virtue of election to school boards, and (2) we have encouraged the thought that the schools are everybody's business, and as a corollary that you don't need to know much about the school business to run them.—MILTON J. GOLD in the *Teachers College Record*.

# GROUPING IN DEPTH

*By* SISTER MICHAEL H. CAVANAUGH, O.P.

EVERY SINCERE TEACHER wants to help his class advance in acquiring knowledge, skills, habits, and attitudes. With the large numbers in most classes, this desire is often frustrated. If individual differences are to be considered, children must be taught at different levels of instruction. "Grouping in depth" seems to be a successful method used in achieving this goal in the teaching of arithmetic.

You will probably want to know what is the difference between groupings in depth and the usual concept of grouping. The first logical step in the latter is to divide the class into three sections. Then the teacher proceeds to make three sets of lesson plans to provide for the needs of the slow, the average, and the better children. Often the same text is used for all three groups, but each group advances at its own speed. Thus the teacher usually gives three separate presentations of each unit.

The psychological effect of such a grouping on children in general, but particularly on seventh and eighth graders, since this age level is extremely sensitive, is worth noting: Regardless of whether the groups are labeled, the children know if they are in the poor, the average or the good group, and they do mind being in any but the best group. On the other hand, being realistic about this situation, teachers might say, "Well, how can we help letting them know? If we are going to meet their individual needs, they must be taught at different levels." Teachers know that grouping is one of the best ways of meeting the individual differences involved in the learning process.

Why not compromise? Why not teach all the children at the same level for awhile and group them for only a period of time? This is the thought behind grouping in depth.

Let us use the lesson on ratio and proportion as an example: The presentation of the new concepts can be given to the whole class. Assignments, projects, and work involved will be the same for all. Individual help can be given while children proceed to work on the various problems. The teacher will find himself giving more help to the poor and average, but they will have the satisfaction of being in the good group.

After a sufficient period of time is spent on this work, the unit test can be given. Now the good children pass with flying colors. The average will show signs of particular weaknesses, and the poor will show that they have not learned the material well enough to apply the concepts to problem solving. However, the same children will not always be classed in a particular group. Some units of work will come easier than others. Children will be given the opportunity to work with different groups. Those who fail one unit, will want to try harder

EDITOR'S NOTE

*Whether we have homogeneous grouping or have heterogeneous grouping in the junior high school, we are going to have grouping. By this we mean that, regardless of stratification, groups have their own characteristics. And these are likely to change from group to group. Nevertheless, a great many schools practice some kind of homogeneous grouping and this article describes a variation in homogeneous grouping that the author believes may work well in arithmetic in grades 7 and 8. She is a teacher of biology and religion at Aquinas High School, Chicago, and wrote this article while a graduate student last summer at Barry College, Miami, Florida.*

on the next. If they make a better group, they will work harder to stay there. None feel as though they are in one group permanently. Everyone is encouraged to work to the best of his ability and to advance accordingly.

The next step is to reteach the slow learners. Although the same material will be retaught, an effort will be made to make the presentation as concrete and clear as possible. This is not a time for drill; it is another opportunity to learn. Drill will follow the restudy, but it cannot take the place of relearning.

The average learners will show, as a result of the test, some need for more practice in a particular phase of the unit's work. This difficulty can be clarified by added practice and a brief explanation in which the difficult spots are retaught. Most textbooks are so arranged that added practice problems will be given that would afford this extra experience.

Those who have passed the test certainly should not be rewarded for their diligent study by more practice on the very work they have mastered. For these, there is a wealth of experiences suggested in current educational literature. Most teachers can well imagine the material and plans needed for the poor and average groups, but not all are aware of some things that can keep the interest of the good students.

For instance, Margaret Willerding gives advice on the use of Napier's bones. These are useful in stimulating interest in modern calculating machines. Such a device also promotes interest in the history of mathematics, which results in further reference work.

A good way to get the better students familiar with the $x$ and $y$ axis that will be taught in algebra is the "graphing pictures" suggested by Margaret Carver. The students themselves can make these after practicing on those originated by the teacher. The arrangement of the points results in a picture. While working the puzzle, the child is made aware of the positive and negative values of the co-ordinates.

The better students can also undertake extensive projects developing and using number systems having bases other than 10. First they begin by writing their new number system in sequence, then naming these to suit their own fancy. Some suggestions might be given, such as the "Hin-dog-abic" and "Hand" systems worked out by other students. Using these homemade number systems, children begin to realize that symbols for numbers are quite arbitrary. The fundamental processes can be learned more clearly through application of the simple operations to these new systems.

Besides these more varied activities which help to stimulate interest, thought problems which demand a high degree of reasoning and abstract thinking, may be assigned. The better students must be challenged.

After the teacher feels that the average group has corrected its difficulties as shown by the test, some may be allowed to work on the projects of the better group.

Finally, when the time spent reteaching the slower learners seems sufficient, the class may again be taught as one group for the presentation of a new unit. Each child is again given the opportunity to work in the best group.

Grouping in depth helps both the students and the teacher. Children know that they have the opportunity of advancing if they work to the best of their ability. The teacher is more enthusiastic about the variety in method.

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# Events & Opinion

CHOOSING TO TEACH: A widely held theory that the example of good teaching is a prime factor in attracting potential teachers was disputed in a recent report by the Woodrow Wilson Fellowship Foundation. The report was based on papers submitted by college seniors, all prospective teachers, who had won foundation awards for a year of graduate study. Each was asked to write a statement covering intellectual interests, activities in college, and career plans.

After a study of 600 papers, the foundation discovered that most of the seniors had not been influenced by either their high-school or college teachers in the selection of a teaching career. About 30 per cent, on the other hand, said the incentive had come from actual teaching experience as a laboratory or classroom assistant, tutor, Sunday school teacher, scout or camp leader.

Only thirty-six of the 600 fellowship winners whose papers were studied made positive mention of any influence toward teaching derived from their high-school programs, and a dozen said that high school had been a dull and inadequate experience. The colleges fared somewhat better: 120 seniors had a good word for the influence of their institutions. Yet only thirty mentioned the specific influence of a professor.

SCHOOL IS NOT A RENT-FREE SHOP: A news item recently related the action taken by a school board which prohibited from the school system the following distractions: commercial sales programs, charitable collections, essay contests sponsored by nonschool organizations, commercially sponsored contests of all kinds, distribution of commercial literature, and sales of photographs, seeds, and candy.

Can this action be considered uncharitable or inconsiderate? We do not believe so. It is true that a few projects which originate outside of the schools but which are imposed upon the schools may be considered worth while. Participation in such programs may help in creating a sense of social consciousness and civic responsibility among the students, but certain limitations must be drawn. Every one of the activities listed by this school board takes up some of the teacher's time. In fact, some of the extracurricular duties thrust on the schools by perfectly well-meaning outside organizations can, if allowed to run unchecked, take up more time than teaching. If the contest or the sales campaign be a worthy one, it can be conducted outside school hours. There is not a teacher in the school system of any district who is not willing to lend the helping hand, but teachers should not be handed these assignments as though they were explicit clauses in their contracts.

Many school boards have adopted specific regulations concerning these various activities. Is a clean break the answer? This is something each school board must decide, for each school community is different. But it's a thought worth considering.

LOFTY IDEALS BUT LITTLE ACTION: Most Americans apparently are unwilling to act on the high ideals they profess, according to a professor who surveyed a community in upper New York State. William W. Reeder, professor of rural sociology at the State College of Agriculture at Cornell, puts much of the blame for the situation on the nation's educational system.

Reeder's conclusions were based on questionnaires and interviews of 500 persons. The study showed, for example, that most people think their communities should produce persons active in political, community, and religious affairs. But 94 per cent said they never had attended a political party meeting, did not comprehend local issues or

know local candidates, and probably would refuse to run for local or state office.

One-fourth said they spent no time on church activities, and nearly two-thirds gave less than $31 annually to religious affairs.

"It is clear," Reeder said, "that the existing educational programs have not been effective in translating many of these ideals into reality."

We cannot agree entirely with Professor Reeder. Teaching by example is far more effective than teaching by principle. While the schools support many programs, such as student government, charitable projects, and similar activities which attempt to inculcate within the student the spirit of civic participation, the example set by the parent may be of greater importance. If parents exhibit some active interest in political, religious, and civic affairs, the proper setting is provided whereby their children can witness and eventually participate in such worth-while projects. An apathetic attitude on the part of parents toward these responsibilities also may have the effect of creating an indifference within their children to participate in extracurricular activities in school. This is only a hypothesis on our part. Are there studies available which bear this out?

Rx FOR A TIRED MIND: The poems of Jacob C. Solovay often grace the pages of CH, and we were pleased to receive a volume of original light verse, entitled *Headspins of a Pedagog,* compiled by poet Solovay. Reading a verse or two can do wonders in dispelling the cares, pressures, and worries of a busy day. For information concerning a copy of this prescription, we suggest you contact the author at Fort Hamilton High School, Brooklyn 9, N.Y.

DEATH VALLEY PROSE: Why is educational writing dull and unappetizing? *Trends* asks the question and immediately suggests the answer. Most educational writing is uninhabited. It lacks people, places, and direct quotes. But let us quote: "It's like crossing Death Valley. There's not a soul in sight. Few, if any, landmarks can be found. It's lifeless, oppressive. Note the sharp contrast of the general magazine article where the sterility of third-person, placeless, nameless, soundless copy is not tolerated. What makes the situation even more weird is the fact that education deals almost entirely with people and their reactions."

Now consider the helpful hints on writing which the *Army Information Digest* recently offered to the generals and the colonels as well as warriors of lesser rank who are trying to break into the public print.

(1) Get an idea. "An idea starts with a thought, which may come to mind as the result of a random experience, an event, a personal inclination. A thought developed by reflection may become an idea."

(2) Decide who your potential reader is "and keep him in mind while you write."

(3) Figure out how you'll present your idea. How will you buttonhole the reader (with words) so that he'll listen to you? "Your first sentence has to catch the reader's eye—and interest."

(4) Now comes the aging process. "Like good wine, an article should be aged in the wood. The manuscript should be put in a dark place, a desk drawer for example, and allowed to mellow. What happens while the manuscript remains out of sight is a process that takes place in your head. Your subconscious intelligence works on it. . . . But you'll have to be firm. You'll have to resist the temptation of taking out the manuscript and admiring it in its pristine beauty. For that's what it is, a primitive effort. And in this state, it is not ready for submission to an editor.

(5) After this period of incubation (from a week to a month for the aging process to be complete), comes the rewriting and more rewriting. "And if you place one article of every two you write you are in fact an expert."

JOSEPH GREEN

# An Effective Daily Lesson Plan

*By* SIDNEY L. BESVINICK

TEACHERS ARE CONSTANTLY PLANNING. They plan the scope and sequence of courses, the content within the course, the topics or units to be covered, the activities to be used, and the tests to be given. They familiarize themselves with resource units, textbooks, and available materials. But the biggest single stumbling block to effective teaching is still a good lesson plan.

What's wrong with the lesson plans most teachers use? For one thing, the usual plan is too brief. A good lesson plan is quite lengthy and time-consuming to prepare. Second, most teachers don't use a systematic form for their plans and omit things that should be included. Third, the teacher may know from his plan what he is going to teach today but pity the poor substitute if the regular teacher is absent at the last minute!

Lesson plans should be simply stated, clearly written, and flexible, but the following rules form a better set of criteria against which to judge a lesson plan:

1. The teacher should be able to teach from it.

2. Someone else who is qualified in that subject area should be able to teach from it.

3. It should be useful as a basis for planning the lesson if it is taught again sometime in the future.

Many so-called lesson plans are really "layout sheets." They merely list what is to be covered day by day in cryptic form. For example:

*Monday*—Introduce *Macbeth*.

*Tuesday*—Biographical sketch of Shakespeare's life.

*Wednesday*—See film on *Macbeth*.

*Thursday*—Discuss major scenes.

*Friday*—Begin reading the play.

And so on, until the last lesson in the unit states:

*Wednesday*—Test on *Macbeth*.

The lesson plan form on p. 432 was designed for secondary school teachers with the criteria previously mentioned in mind. Mechanically, the form is more useful if the plans are kept in a loose-leaf notebook with page one of the plan on the left facing page two on the right.

Here are descriptions of the various sections, why they are included, and how they may be used effectively.

(1) The name blank is included so that you may have your plan returned if a supervisor or a department head checks it or another teacher wishes to borrow it.

(2) The subject is recorded in case one has to make lesson plans for more than one subject each day. A different plan sheet is obviously needed for every course.

(3) The date blank is used to provide a thread of continuity so that the plans may be linked together in a chronological order.

(4) The title of the unit or topic is listed on every plan sheet so that the planner will never forget what is under consideration. If some idea finds its way into the lesson and has no bearing on the unit, it should be stricken from the record and omitted.

(5) Forget about major and minor, specific and gross objectives. Determine the major concepts or skills learners are to acquire from this unit or topic and place them in the general unit plan. Limit yourself to six or eight and concentrate your efforts on them. List the one or two objectives which the class will examine today in the space provided.

(6) List in outline or brief form the content to be discussed and emphasized today. Don't be long winded, but don't be too brief. "Lecture on the causes of World War I" or "Demonstrate how to derive the quadratic equation" are hardly ample de-

## EDITOR'S NOTE

*Now this makes sense. But many things that make sense require hard work. The making of an adequate lesson plan cannot be done between classes; as the author says, it will probably take an hour a day until one becomes expert. That's a lot of time to spend on one lesson plan. But what is the alternative? Probably teach from memory or from habit. Well, anyhow, here is a set of practical suggestions to consider in writing out a daily lesson plan.*

*The author is to be complimented for submitting a manuscript that reports "new slants on persistent problems in education." (See "Notice to Writers" on contents page.) He is assistant professor of education, University of Miami, Coral Gables, Florida.*

scriptions of content. Remember, someone else in your teaching field ought to be able to teach from this plan too.

(7) Procedures should also be listed in some detail. When this form is first used, it is surprising and embarrassing to see how many times "lecture," "discuss," and "question" are used to describe the activities to be undertaken. Gradually teachers find and utilize other teaching techniques to vary their classroom activities.

Sometimes the content is lengthy and the procedure simple. For example, the content may be a detailed development of the use of per cent in a seventh-grade arithmetic class and the procedure might be a chalkboard lecture. On the other hand, at times the content may be expressed as a single concept and the procedure for developing it might be quite elaborate, such as a scientific principle and a laboratory demonstration for presenting it to the students. Since it is impossible to tell in advance which of the two sections will require the greatest description, considerable space should be allocated to both of these parts on the form.

(Because of space restrictions, items 6 and 7 have been shortened in the form shown. On the actual lesson plan at least half of a page is set aside for each of these sections.)

(8) Every plan needs to be evaluated. Each day the teacher should seek to deter-

DAILY LESSON PLAN FORM

Date (3) ..... Subject (2) ..... Teacher (1) .....

Unit Problem: (4)

Purposes or objectives for today: (5)

| Content to be considered: (6) | Notes (11) |
|---|---|
| Procedures: (7) | |
| Evaluation techniques and/or questions: (8) | |

Assignments: (9)
Class
Individuals

Pupils to see, things to do: (10)

mine, either orally or in writing, whether the learners have grown more sensitive to the concepts and skills that are being investigated. A key question, if not overused, is: "What did you learn today?" One or two objective-type test questions made up each day also provide an excellent set of items for use at the end of a unit or a reporting period as a test instrument.

Don't forget to evaluate occasionally the students' attitudes toward how they are learning; that is, the procedures being used.

(9) List the assignments, if any, for the class or for individuals.

(10) Make a note if a resource speaker needs to be contacted, a film ordered, library books obtained, or if a parent conference is due. This would be inserted in the last section on the second page.

(11) The portion of the page headed "Notes" is very important. If a certain technique goes over well or misses, or if a point of content has been omitted which should have been included, a phrase or two that will focus your attention on it in future plans should be noted in this space. Thus you can continually revise and up-date the plan, making it more interesting and worth while.

There are many teachers who will feel that this type of lesson plan asks too much of them. To do something like this would require at least an hour of preparation each day. This is true, but a perfect, complete lesson each day is not expected during the first year the form is used. In the span of two or three years, however, by building on the previous plans a teacher can develop a fairly satisfactory set of daily lessons. Naturally, some changes and variations are needed each year to tailor the plans to the needs of individual classes. Basically, though, the major concepts and procedures are still there.

Plans worked out in this fashion are thorough and complete, and give the teacher a feeling of security. Many problems of classroom disorder are averted because the students are busy with planned activities. The teacher sees direction in what he is doing; the substitute's task is simplified; the learners are more content; and the supervisor has a meaningful base for offering constructive criticism.

Helping people learn is hard work and a big responsibility. It demands a great deal of time-consuming planning, but the results are worth it.

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# Is Your Pedagogical Halo Showing?

*By* ALBERT NISSMAN
Levittown, Pennsylvania

The good teacher, I am convinced, need not have been a star pupil any more than the good coach need have been a star player. Perhaps this is the underlying thought of the much abused aphorism, "Those who can, do; those who can't, teach; those who can't teach, teach teachers how to teach."

The good teacher develops appreciation for the gifted learner. The good teacher also develops compassion for the average and slow learner. Perhaps he can look back at his own foibles and shortcomings as a pupil himself.

Perhaps he can question himself periodically and ask, "Was I ever the good student that I wish all of my pupils to be?"

Is this not interesting introspection? Is your pedagogical halo showing?

# Parable of Two English Teachers

*By* ONAS SCANDRETTE

ONCE UPON A TIME in a certain high school there were two ninth-grade English teachers. More accurately, there was a ninth-grade English teacher and a social-studies teacher who taught one section of ninth-grade English. Mrs. B, who had taught English at this school for twenty-two years, had six of the seven English sections. Mr. C, whose major teaching field was social studies, had been drafted to teach the extra section when the principal discovered that he had minored in English.

Normally, there were only six sections of ninth-grade English, but an influx of freshmen had made a seventh section necessary. Mrs. B, who had reigned supreme in the ninth-grade English realm for twenty-two years, considered Mr. C an interloper. As soon as she learned that Mr. C had been assigned one of the ninth-grade sections, she expressed doubt that he would fill the bill. After all, Mr. C had only a minor in English and had never taught an English class in his life. Furthermore, Mrs. B was quite certain that Mr. C wouldn't maintain the rigorous standards which she considered essential. Mr. C's social studies students seemed to enjoy their classes so much that she was certain they couldn't be learning very much. Learning for Mrs. B was a serious business, to be approached with grim determination and pursued with sober industry.

For his part, Mr. C wasn't too keen about the assignment either. He had minored in English because he liked the subject but with no expectation of teaching it. Mr. C loved the classics and he liked to write, but he always had felt that English would be a difficult subject to teach. For one thing, he recalled that few of his high-school classmates had liked English. Furthermore, he knew that Mrs. B's students, some of whom he had in his social-studies classes, seemed to detest the subject. It was thus with considerable trepidation that Mr. C faced his first English class with a copy of *The Lady of the Lake* in his hands.

Much to Mr. C's surprise and pleasure, most of his students liked *The Lady of the Lake*. Mrs. B couldn't understand this at all. She was convinced that Mr. C couldn't be analyzing the poem very carefully. She confided to one of her colleagues that she was certain that Mr. C's class couldn't pass her *Lady of the Lake* test. She was right. Mr. C probably couldn't have passed the test either. But the librarian reported that members of Mr. C's class were *voluntarily* asking for other books by Sir Walter Scott. This was quite a shock to the librarian because usually *The Lady of the Lake à la* Mrs. B had given pupils a lifetime immunity to this author.

When Mr. C abolished the thousand-word outside-reading book reports in favor of oral reports, Mrs. B went to the principal. Much as she disliked complaining about a colleague, Mrs. B couldn't let such a flagrant lowering of standards remain unnoticed. Mr. C's only excuse (a feeble one in Mrs. B's eyes) was that his students were reading twice as many books as they formerly did.

EDITOR'S NOTE

*The two teachers of English depicted in this story are composites of many English teachers the author has known throughout the years. Any resemblance of Mrs. B and Mr. C to actual teachers, living or dead, is entirely coincidental and fortuitous. So writes the author of this manuscript. He is assistant professor of psychology, Wheaton College, Wheaton, Illinois.*

Mr. C's knowledge of grammar was woefully inadequate. He was well aware of his deficiencies in this area. Not that he used poor grammatical construction—even Mrs. B admitted (somewhat grudgingly, to be sure) that Mr. C.'s spoken and written grammar was satisfactory. But, sad to relate, Mr. C wasn't always aware of why he used the right word. Wide reading of good books had enabled him to choose the correct word "by ear" so to speak. Was efficient communication really dependent upon memorization of grammatical rules? Mr. C knew that exhaustive knowledge of grammatical rules didn't insure good usage. He had noticed that Mrs. B's students, who had been required to memorize every rule in the book, didn't invariably use good grammatical construction. Knowing that he was weak in formal grammar, and having a hunch that memorization of rules was not the best approach to good usage, Mr. C persuaded the principal to buy grammar books which stressed the functional approach. Mrs. B was horrified. Was the principal going to allow Mr. C to water down the course to the point where the students would learn nothing at all? She had credited the principal with having more sense.

Mrs. B could hardly wait until the achievement test would be given. She was certain that her students would make higher scores than Mr. C's. She was partly right. Mrs. B's students did average higher on grammatical knowledge. On English usage, Mr. C's students did slightly better.

In the spring, the American Legion sponsored an essay contest on "What Democracy Means to Me." This contest was open to all ninth-grade students in the county. More than a thousand students were eligible to compete. The first prize was a $25.00 war bond. Mrs. B required each of her 180 pupils to write an essay. Although Mr. C did not require his students to enter, 30 of his 33 students did. One of Mr. C's students won first prize and another won third prize. None of Mrs. B's students placed.

At the end of the year, Mr. C felt that he hadn't done too badly. Much to his surprise, he had really enjoyed teaching the English class. He was rather sorry to learn that next year's freshman class would be back to its regular size so that Mrs. B would be able to handle all of the English classes again.

Mrs. B was glad to learn that her English Nine kingdom would be restored to her. The fact that students in Mr. C's section enjoyed English made students in her section dissatisfied. Of course pupils liked Mr. C's classes—his standards were so low that the students didn't have to work very hard!

Thus ends the fable of the two ninth-grade English teachers. Now there is only one. Each year Mrs. B's classes average well above the state norms on the English achievement tests. Most of her pupils dislike English intensely but this does not disturb the parents because they didn't like English either. Most of the parents had Mrs. B (Miss T., then) as a teacher, and they feel that English is like medicine—hard to take but good for what ails you.

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**The basic function of supervision should be to improve the learning situation for children. Supervision should be a service activity that exists to help teachers do their job better. The supervisor should be a human sort of person who could make people feel at ease and he should be pleasant, interesting and forceful when talking about education.—LESTER M. KRAFT in *School and Community*.**

# Book Reviews

FORREST A. IRWIN, *Book Review Editor*

*The Psychology of Exceptional Children* (3d ed.) by KARL C. GARRISON and DEWEY G. FORCE, JR. New York: Ronald Press Co., 1959. 586 pages, $6.00.

This third edition of a standard text in the psychology of exceptional children has many features which should make it an attractive text for the classroom teacher. The style is uncluttered and smooth; it reads easily. The student is led through a logical and systematic treatment of each of the types of exceptional children. The basic approach is developmental, with a constant stress on the organism's adjustments to an environment which is often pictured as being unfriendly. As so often in textbooks of this type, the chapters are discrete entities and can be read in any sequence without influencing the total impression.

This reviewer felt that the book ended abruptly and that the beginning student in this field might feel the lack of a good summarizing chapter at the end which could serve to synthesize the total picture and restate the underlying philosophy.

Teaching aids are practical and useful. These include selected reference listings at the ends of chapters, a nontechnical glossary, a selected directory of 16-millimeter motion pictures, and well-selected graphs, charts, and tables.

In summary, this reviewer could recommend this book without reservation for the prospective teacher in a one-semester course. It does achieve the author's stated purpose of "emphasizing the contribution which the regular classroom teacher can make to the education and welfare of the exceptional child." Psychology majors and most graduate students might find other books in this field better suited to their needs.

S. TREVOR HADLEY

*The History of Our World* by ARTHUR E. R. BOAK, PRESTON W. SLOSSON, HOWARD R. ANDERSON, and HALL BARTLETT. Boston: Houghton Mifflin Co., 1959. 831 pages, $5.28.

When a new text appears on the market printed by a reputable publisher and written by individuals distinguished in their various fields, it deserves serious attention. Such a volume is *The History of Our World.*

This book has much about it to praise and very little to criticize. The authors have kept the total development of history in its proper proportion so that no period in history is slighted or given undue emphasis. Their style is clear and simple. They have utilized many techniques which should add greatly to the readers' ability to learn and retain. There are no superficial or humorous devices employed. Rather, solid valuable information is presented in interesting ways. Examples of these include: pictorial biographical sketches; charts; check-up sections; chapter and unit summaries; suggested things to do; pronouncing and definition statements given in context; timetables of various periods, reigns, and developments; and many excellently drawn maps.

Another merit of the book is the attention paid to the many nonpolitical aspects of history which have done so much to form the culture and life of our world, such as the role of art, religion, philosophy, and science in shaping the destiny of nations and societies.

While this text is excellent in almost every respect and demands serious consideration for use by teachers, it should be pointed out, notwithstanding what was said in paragraph two, that when the authors refer to a history of *our* world, they mean that of the Western tradition. This book is a survey of Western civilization and makes little attempt to cover world history except as it relates to or is influenced by the developments, nations, and peoples of the West.

STUART R. GIVENS

*Issues in Curriculum Development: a Book of Readings* edited by MARVIN D. ALCORN and JAMES M. LINLEY. New York: World Book Co., 1959. 420 pages, $5.00.

This book is divided into three parts, and includes ten chapters covering 408 pages exclusive of indexes. A bibliography of documentary references follows each part. The majority of articles and references are from the period 1954-56. The chapter topics cover a balanced overview of the curriculum.

Full-length articles and limited discussion by the editors are the devices used to present an overview of each chapter. The use of long, and sometimes wordy, articles in a book of this brev-

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ity often limits the range of representative thinking possible on a topic. For example, two articles each for chapters three and four, not too well chosen, give evidence of this limitation. Chapter III, "Forces Affecting Curriculum," consists of one article written by two lay publicists and a second article by an educational journalist. Both articles concern the more superficial school problems raised by popular contemporary critics. The more fundamental factors which, educational specialists recognize, create our basic curriculum problems are ignored. These would include modern psychological concepts of learning, shift of population from country to city, change from agrarian to industrial life, technological change, automation, atomic energy, and changing world conditions.

From the reviewer's point of view the limitations of this book arise, first, from an impossible assignment to cover in 400 pages what requires double the space; second, use of full-length articles rather than excerpts and condensations; third, failure to utilize excerpts from textbooks and other sources; and fourth, uneven quality of articles used.

The book will be of service to the layman, teacher, and administrator in the field desiring "to become acquainted with or to keep up with recent developments in curriculum," as the editors suggest, but it would be inadequate used "as a text or as a supplement to a text."

NELSON L. BOSSING

*Your Government Guidebook* by ROBLEY D. STEVENS. Boston 16: W. A. Wilde Co., 1959. 168 pages, $4.50.

*Your Government Guidebook* from its "Pledge of Allegiance" on the frontispiece, through its thirty-six parts, to the final section composed of the "Constitution of the United States" is an authoritative account of Washington, D.C. A page and a half of exact information is the average coverage given each building or monument. About the United States Capitol, Mr. Stevens writes: "This massive structure stands on a plateau of 88 feet above the Potomac River level, covering an area of 153,122 square feet, or 3½ acres. The length of the building is 741 feet 4 inches from north to south, with a 350-foot width." Such data finally impress the reader with the fact that the book is not directed toward mere tourists visiting any city but to American citizens proud of the immensity of their native country as represented in each historic structure in Washington.

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Users of *Your Government Guidebook* will vary. Librarians will include it as a concise reference book. Nontravelers will find architectural proof of the importance of America. The first-time visitor and the Washingtonian will refresh and clarify their observation and patriotic awareness of Washington.

MARION L. TALLMAN

*Introduction to Group Dynamics* by MALCOLM S. KNOWLES and HULDA F. KNOWLES. New York: Association Press, 1959. 95 pages, $2.50.

The authors state as their purpose the painting of "a panoramic picture, in broad sweeping strokes, of the new and complicated field of group dynamics." It is their purpose to help the reader see group dynamics "in perspective." They refer to this book not as a "how-to-do" book but as a "how-to-find-out" book. This objective had been realized in every respect. The subject is succinctly dealt with and at the same time rather thoroughly covered. The authors have done a scholarly job of dealing with a complicated subject in simple language but at the same time in a most challenging and stimulating manner.

The titles of the chapters suggest the direct and concise organization which characterizes the whole book. These titles are: (1) "What Is Group Dynamics?" (2) "Understanding Individual Behavior," (3) "Understanding Group Behavior," (4) "Practical Applications," and (5) "What Does It Add up to?" In each chapter are careful references to the indexed bibliography which appears at the end of the book. In addition to this indexed bibliography there is Chapter 6, "Readings for Further Understanding." This chapter is made up of an excellently organized and annotated bibliography.

On page 58 there is a statement which is very revealing of the basic thinking of the authors. ". . . A group is never static; it is a dynamic organism, constantly in motion. Not only is it moving as a unit, but the various elements within it are constantly interacting. A change in procedure will affect atmosphere, which will

affect the participation pattern, which will affect leadership, which will affect procedure, and so on. Actually, most of the research has to do with the dynamic interaction of these variables in groups in motion."

H. A. JEEP

*Administering Audio-Visual Services* by CARLTON W. H. ERICKSON. New York: The Macmillan Co., 1959. 479 pages, $6.95.

The average American's reaction to hearing the word "audio-visual" is immediately to think of motion pictures. Sadly enough, many people in educational circles also react that some way. The audio-visual program has left adolescense and entered maturity. No longer are we mere movie projectionists. Audio-visual has evolved into a multiphased program of films, tapes, records, maps, models, and the like. We not only use them; we make many of them. Dr. Erickson has furnished us with a book having a dual purpose: a book for graduate students and an effective handbook for those in the audio-visual field. It contains fundamental information in the administration of the audio-visual services.

The author does not pretend to have pat answers or single solutions but gives a basic blueprint for audio-visual leadership. We are reminded of our day-to-day "close-up" as well as the "long-shot" view of our job. It is down to earth, practical, and workable. Woven throughout the entire book is the philosophy of searching for new means of improving our audio-visual services. A healthy balance between theory and practice is presented. This reviewer enjoyed the discussion of assignment of equipment units to each building:

"It has come to be axiomatic" writes Dr. Erickson, "that centralization of materials is economical and feasible, but that the centralization of equipment is unwise and impractical because trucking equipment to the schools subjects it to merciless pounding."

Excellent suggested activities are found at the end of each chapter. Being valuable for an audio-visual class, they also stimulate a great deal of thought in the mind of the audio-visual director. His horizon should expand greatly. A "standstill" program will always tend to deteriorate.

*Administering Audio-Visual Services* is not a book to be read once. It is an excellent guide to have on the audio-visual director's desk for constant referral.

G. S. FOGDALL


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***Teachers College, Columbia University, New York 27***

*Your Language* (Grade 10) by LOU LABRANT, MARGARET PAINTER, and ROBERT U. JAMESON. New York: McGraw-Hill Book Co., Inc., 1959. 530 pages, $4.28.

This textbook in tenth-grade English provides a combination of materials that teachers had thought impossible to find within a single cover. In the context of the more recent psychological, semantic, and linguistic approaches to teaching English, *Your Language* presents step-by-step instruction in the organization and development of expression, ample drill in grammar and usage, and stimulating models for writing.

The first half of the book is devoted to speaking and writing activities that engage the pupil's psychological drives to communicate. It contains a valuable section on the power of language to express feelings and to sway people through arousing emotions. There are also welcome sections on the meanings of words in context, on inferring the subtler, unexpressed purposes of the speaker or writer, and on the media of mass communication. In the latter connection, only one point seems to be lacking: emphasis on judging the worth of a motion-picture play.

The approach to grammar and usage is influenced by the trend toward inductive teaching of grammar and by the concept of patterns in language. This is sound procedure. However, some of the terminology used in the section on parts of speech may prove confusing to the student. Auxiliaries are said to "point out verbs." Adverbs "describe" and "underscore."

*Your Language* is certainly a step forward in English texts. It should prove challenging to middle- and upper-class students. Some of the activities and many of the writing models it presents will not touch the experience of lower-class children.

DOROTHY D. LUCAS

*Effective School Health Education* by ARTHUR L. HARNETT and JOHN H. SHAW. New York: Appleton-Century-Crofts, Inc., 1959. 421 pages, $4.75.

This book would be an excellent tool for a prospective teacher, for a new teacher, or for a civic group interested in all the essentials of a well organized, effective school health program.

The language of the book lends itself to easy understanding, even by those without professional training in this field. Each chapter is well supplied with provocative, intelligent questions, and as a further inducement to the serious reader has a thoughtful and well-documented bibliography. The publisher deserves credit, too, for the good format and layout of the book. Also, the print is easy on the eyes and is further enhanced by the high-quality paper. Another outstanding feature of this book is the appendix covering resource units. It is well organized and contains thirty-one pages.

Because of the completeness of coverage from the elementary school situation through the secondary school period, it is felt that this book would be a useful tool for P.T.A.'s, Women's Clubs, and like organizations that have committees which study the importance and impact of a school health program. School administrators who feel their school system may not be adequate in the area of health education, would find many strong and useful suggestions by which they could implement and strengthen their program.

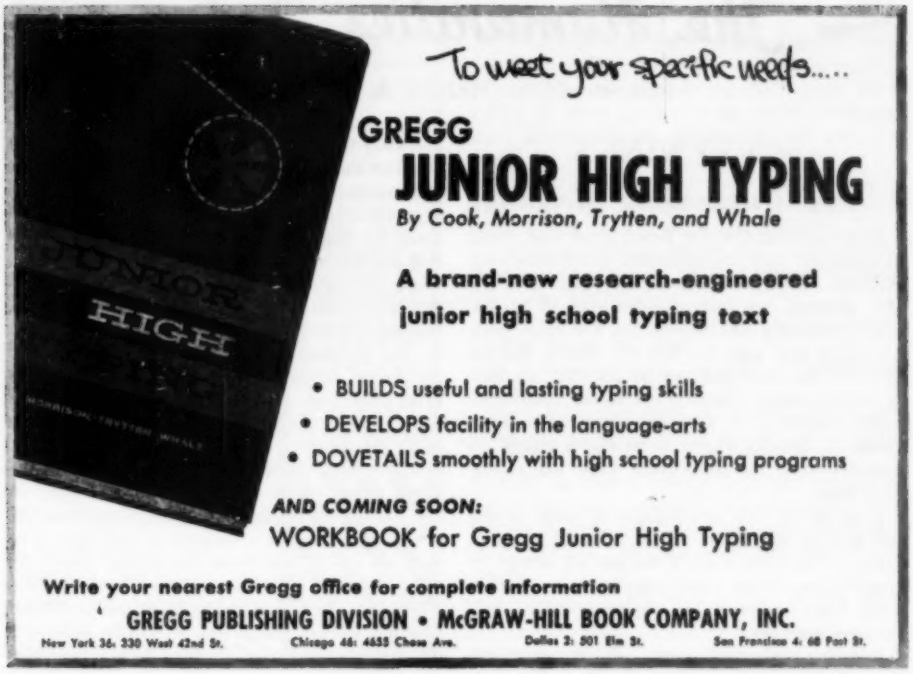
This reviewer, having taught in elementary school and at present being a teacher of health and physical education in junior high school, feels that this book should be a part of the professional tools used in these two areas. It would also be a handy, valuable, ready-reference tool on the desk of an elementary school teacher.

FRANCES J. BAGNELL

*The Case for Basic Education* edited by JAMES D. KOERNER. Boston: Little, Brown and Co., 1959. 256 pages, $4.00.

This book is both exciting and disappointing. It is exciting in the sense that a forceful and gallant plea by twelve authors is made for the cause of basic education. Each author is a scholar presenting arguments for the inclusion of his specialty in basic education. There is no quarrel from this reviewer for the logic of basic education. In this age, as in the past, basic education in communication and literature, mathematical skills, the bases of our cultural heritage, and scientific know-how are essential. That a quality education is desirable and necessary should be recognized by all. But this book is disappointing in the sense that these scholars appear to be adhering to a position that denies two basic principles of learning and human development—namely, individaul differences and differential abilities.

Another exciting feature, which may be more a tangential than a direct force, is the fact that these scholars evidence great concern for what is happening in public schools. Improvement in public schools is desired and needed. Through the efforts of people not identified directly with elementary and secondary schools, these levels of education have their greatest ally. Public school people should not cringe or yell "dirty pool" at publications such as this. When people




are concerned about what is happening in the schools, there is hope that both moral and financial support will be forthcoming to expand research relative to the product, the method for developing the product, and the raw materials essential for educating all the children of all the people in the latter half of the twentieth century.

It is disappointing to see several of these authors creating straw men regarding the cleavage between the liberal arts graduate and what they choose to call the professionals in education. A careful scrutiny by them would reveal that the major part of a teacher's preparation is in their areas of basic education, with an average of 14 to 20 per cent of the required credit hours in professional education.

Educators at all levels should be prepared to discuss this book. *The Case for Basic Education* will have a reading from the lay public. This will create a force which educators should capitalize upon to re-evaluate the curricular offerings, to reassess the procedures utilized in instruction, and to create an educational program that will cultivate in our youth an ability and a disposition to produce a great civilization.

GAIL F. FARWELL

## Who's Who Among Our Reviewers

*Mrs. Bagnell* is a teacher of health and physical education, Binford Junior High School, Richmond, Virginia.

*Dr. Bossing* is professor of education at the University of Minnesota.

*Dr. Farwell* is associate professor, School of Education, University of Wisconsin.

*Mr. Fogdall* is director of audio-visual education in the Austin, Minnesota, Public Schools.

*Dr. Givens* is assistant professor of history, Bowling Green State University, Bowling Green, Kentucky.

*Dr. Hadley* is dean of students, State Teachers College, Indiana, Pennsylvania.

*Dr. Jeep* is professor of education, Ball State Teachers College, Muncie, Indiana.

*Mrs. Lucas* is a teacher of English in Dunbar High School, Washington, D.C.

*Miss Tallman* is an instructor of English in Gaskill High School, Niagara Falls, New York. Her by-line appears also on page 421, where she describes a recent educational tour she conducted for her tenth-grade superior students.

# The Humanities Today

*Associate Editor:* HENRY B. MALONEY

## SCREENINGS

### *Two Outstanding Movies*

*Ben-Hur* and *On the Beach* have one thing in common: they are addressed to all mankind. William Wyler underlines this point in *Ben-Hur* through an international cast of actors. Stanley Kramer has chosen, for the most part, American film stars for *On the Beach,* but he achieved the same purpose by opening the film in several major cities of the world simultaneously. Anyone with a groat's worth of concern about the impact of the audio-visual image on contemporary culture should plan on seeing both films.

Each of the two is a picture of great power and feeling, but the effect is produced in quite different ways. Most likely the teacher would be approaching them separately—because of different booking dates—but, to save space, they are compared here.

*Ben-Hur* achieves some of its greatness through sheer technological size. It is big, it is wide, it is loud, it is long, it is colorful, and it has scenes of great depth, both emotionally and physically. In short, in presenting a narrative which dovetails a sequence from the life of Judah Ben-Hur with the last years in the life of Christ, Mr. Wyler has employed all of the mechanical majesty at his command to make the film bigger than man, so to speak. We have here the cinematic equivalent of the sonorous organ tones of language Milton chose for *Paradise Lost.* The result is highly successful.

*On the Beach,* on the other hand, is about the same size as the average wide-screen picture. There is nothing very spectacular that takes place on the screen. But the theme of the film is so powerful that it conditions every other phase of the production: man has weapons to blow himself off the face of the earth, and he has reached a stage of automation at which a defective wire on a radar screen might be misinterpreted as an act of aggression. *On the Beach* is one of the few films that have more impact on the audience *because* they know the outcome in advance.

Since they are aware that *On the Beach* ends in a horrible, depressing fashion, the audience, hoping that total annihilation will not come but knowing that it will, savors the little things as the film moves inexorably onward. My own appreciation of these incidents was sharpened by a mechanical failure which killed the sound track for the first few minutes. As a result of this trouble I was more intent in my listening when the sound finally came on. And like Emily Webb in *Our Town,* I found myself savoring the trivia of life: the businesslike chugs of the submarine's apparatus, the buzz of a lighthouse signal, the bawling of a baby, birdcalls, small talk, waves lapping at the beach, the dance record for a party, and the frenetic hum of racing cars.

There are visual commonplaces to complement these: coffee being poured, horseplay in the sand, girls being slapped on the rump. Often an angular shot is used on an ordinary scene as a reminder that these day-to-day things are not quite right here—there is something haywire. The effect, then, is achieved by an accumulation of homely little things that would be destroyed if radiation got out of harness. It is a powerful effect, indeed.

There is no "better" here. Both *Ben-Hur* and *On the Beach* are magnificent pictures in their respective genres, and to compare them is to attempt to rate items in different classes. Possibly some day Hollywood will recognize the variety of its product and award an Oscar to the Best Spectacle, the Best Drama, the Best Comedy, and the Best Musical.

In the meantime, here are two vivid motion pictures, told expertly in the cinematic idiom, which merit discussion in the English classroom.

### Study Questions

#### *Ben-Hur*

(1) Tickets for a film shown on a reserved seat policy are more expensive than tickets for a continuous movie but still less than tickets for the theater. Why is it that audiences are willing to pay more for theater tickets than they do for movie tickets?

(2) The women in *Ben-Hur* are all people of dignity. Is this in keeping with the motif of the film? Do most Biblical films observe this attitude?

(3) What are three examples of symbolism in the picture?

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(4) What is the tragic irony that accompanies Judah's being made a Roman citizen?

(5) Appearing on a raised viewing stand before one of the largest crowds ever filmed, the Roman emperor is shown to be a senile, dissolute-looking man in the close-up sequence. What implications does this scene have concerning the relationship between mass media and the image of a ruler?

(6) In the romantic scenes, how does the director, Mr. Wyler, achieve intimacy on the wide screen?

(7) Does seeing a picture of this length and scope condition our viewing habits and make other motion pictures seem less satisfactory than they ordinarily would?

(8) We are accustomed to being able to cheer at sporting events. Does the chariot race lead to frustrations on this score?

(9) Have you read any novel that you think would be a successful movie if filmed on this great a scale?

(10) A good director gets fine performances out of bit players and extras. In what scenes in *Ben-Hur* do these people add to the effectiveness of the film?

### *On the Beach*

(1) Ava Gardner, Fred Astaire, Tony Perkins, and Gregory Peck have been fairly well "typed" at one time or another in Hollywood films. Which of them break through their stereotypes here, and which are still playing the same old part?

(2) One of man's great fears is loneliness. In what sequences and through which characters does Stanley Kramer show this feeling?

(3) What different moods are created by different arrangements of the theme melody, "Waltzing Matilda"?

(4) Do you think it is immoral or in bad taste to show suicide in a film?

(5) According to the picture, how did the war start?

(6) Who is the most heroic figure? Do you think that casting a name star in such a heroic role helps or hinders the effect?

(7) What two effects are achieved by ending the picture with a shot of the Salvation Army banner that reads, "There is still time, brother"? Does "brother" have any particular significance here?

H. B. M.

## IN PRINT

### *Young Loves and Old*

*I Was a Teen-Age Dwarf* by MAX SHULMAN. New York: Random House, Inc., 1959. 204 pages, $3.50.

The world of Dobie Gillis travels an eccentric orbit that somehow remains tediously predictable. Dobie, who finds his obsessive pursuit of girls thwarted at every turn by the fringe trivia of fate, bounces from crisis to crisis with the resilient carelessness of a tennis ball. In a comic journey through time that takes the narrator from age thirteen through thirty, Max Shulman presents a side show of characters that range from Red Knees Baker, a greedy neighborhood intellectual who charges for information, to Nate Gahagan, who practices basketball at night in his back yard, and who wears a miner's cap to illuminate the target. The house adjacent to Dobie's has a flat roof that sea gulls use to drop and smash shellfish. The noise of the steady bombardment drives away tenant after tenant. This provides the story with a source of recruits who spice Dobie's life with madcap dilemmas, and who dwell somewhere in the hazy suburbs between sanity and madness.

The relationship between Dobie's father, a physician, and his mother, a talkative slave to the social fashions of the times, is an interesting mockery of popular psychology. In order to establish a palship between Dobie and his father, she arranges for them to take Saturday morning walks together. Dr. Gillis prefers to spend his Saturday mornings away from his office and in bed; Dobie has set this time aside for cracking his knuckles. But they concede to Mrs. Gillis' whim. Each feels uncomfortable in the other's presence, and their attempt to find a common ground for conversation fails miserably. They resolve the problem by an oak tree overlooking the ocean, where Dr. Gillis sleeps on an air mattress, and where Dobie reads *Lolita*. At lunchtime they hide the air mattress and the book in the tree and hurry home to a beaming Mrs. Gillis. Dobie's father spends the rest of his time at home watching television—not because he likes it, but rather because it provides him with an excuse for not getting involved in his wife's endless conversations.

Mr. Shulman refuses to take anything seriously, even in the comic mode where satire can effectively underscore with sobriety the most ludicrous scene, and the mature reader consequently assumes an indifferent attitude toward Dobie's triumphs and despairs. Throughout the book, the only thing in Dobie that changes is his height. His attitude toward Esme Lauterbach, a junior-high-school crush, is much the same as his attitude toward Chloe, whom he marries. Dobie says to Chloe as a sort of summation of the book's theme, "Love is something I've been chasing all my life. Since I was knee high to a girl I've been looking for love." But Dobie's quest of the grail leaves much to be desired. The same criterion that governs his first pubescent excitement over girls seems to persist throughout marriage, and it is difficult even for borderline thinkers to conceive married life as an extension of a junior-high-school romance.

Younger readers will enjoy *I Was a Teen-Age Dwarf* much more than their elders. In it they will see reflected the zany crises that beset them daily. Although Dobie Gillis is not a hero, he incorporates the neurosis of Everyman in high school. The type of young audience that can see health in the "American Bandstand" vision of life will find Max Shulman's uncomplicated treatment delightful. For a few others who demand a total vision of life, library shelves contain much more challenging and exciting material.

FREDERICK S. KILEY
Trenton State College

## *The Muse's Sister*

*The Third Rose: Gertrude Stein and Her World* by JOHN MALCOLM BRINNIN. Boston: Little, Brown and Co., 1959, 427 pages, $6.00.

John Malcolm Brinnin's second attempt at biography far surpasses in order and significance his first effort (*Dylan Thomas in America*). *The Third Rose: Gertrude Stein and Her World* offers countless fascinating glimpses into the madcap maze of personalities that vitalized the art life of Paris between two wars. Picasso, Matisse, Braque, Sherwood Anderson, Ernest Hemingway, Djuna Barnes, to name a few, are the giants who moved in the sacred inner circle of Gertrude Stein's affections. William Carlos Williams, who dared challenge her theory of art, found the doors at 27 Rue de Fleurus locked to him. Like a plump royal totem from Alexander Pope's Hampton Court, Gertrude Stein dangled a sandal from her toe and conducted her salon, where, "over the noise of teacups, one could hear the sound of rolling heads, the rumble of dead reputations being carted away." But all in the book is not so grim.

In one episode that brings together many of the grand names of modern art, Mr. Brinnin describes a party given in honor of Henri Rousseau that turned out to be "one of the most notable social events of the twentieth century." Leo Stein, Gertrude's brother, considered himself the originator of the dinner party that took place at Pablo Picasso's studio. Almost immediately, the scene takes on the violent comic proportions of a Mack Sennett film. Marie Laurencin falls backward into a row of tarts glacés. Georges Braque plays tunes on his accordion. The guest of honor falls asleep early during the meal, and wax from overhead lanterns drips onto his hair. Guillaume Apollinaire, overcome with enthusiasm, leaps on the table to recite in verse Rousseau's adventures in Mexico, a place the sleepy little man had never visited. But Apollinaire seems above such trivial details, and he orates until he collapses in a foaming fit. The guests lock him in the front atelier, where he chews a box of matches and gnaws off the trimming on Alice Toklas' hat.

Mr. Brinnin does not allow the bubbly gossip of the times to push aside his serious consideration of Gertrude Stein's literary achievement. He admits that her role in modern literature is likely to remain tentative because of the excesses of her experiment. Her independent spirit would tolerate no stylistic compromises, and she became high priestess at the shrine of subjective understatement. Unwaveringly, she

tried to revitalize the English language. She felt that time and repetition had withdrawn the excitement that words once contained and that her "rose is a rose is a rose . . ." somehow resurrected something long entombed, and glorified its spirit in language.

*The Third Rose* flows forward with even clarity that is characteristic of Mr. Brinnin's style. Although his treatment of the later relationship between Leo and Gertrude Stein is a little labored and makes a Somerset Maugham figure of Leo, it sheds light on a phase of Gertrude's life that she prefers to avoid in her *Autobiography of Alice B. Toklas*. The passages on modern art and on the influence of cubism on modern poetry provide an interesting aside in an intelligent and interesting book on the life of an important twentieth-century literary force.

F. S. K.

## *From the Critics' Notebook*

A DEEP, RICH WALLOW IN NULLITY ("The Talk of the Town" in the *New Yorker* for November 21, 1959): "We hope the people who are bent on reforming the television industry will not push the matter too far. It is desirable that all programs should be honest. It would be a terrible thing, however, if they were all to become worth while as well. The mediocrity of television—about which so many hard words have been said—is actually an aid to sanity and a sturdy prop to civilization. You think not? Then imagine the dilemma of a set owner if just one network, in a seizure of high ambition, contrived to fill every hour of the day with programs having some legitimate claim to his attention. He could not so much as read a book or take a walk without the painful consciousness that he was missing something. At a concert or museum, a theatre or restaurant, his pleasure would be diminished by the gnawing sense that the unseen program of the hour was irrevocably passing. Conceivably, he might feel obliged to crouch perpetually in his living room, poor cultivated beast, and peer at the tiny, flickering image of the good life on his screen, with only a side glance at his watch, now and then, to see how the time was going. And this repulsive prospect, it must be remembered, would result from the enterprise of just one network. If the others were to take a similarly lofty view of their calling, the excruciation of the viewer would be compounded by the knowledge that, however many hours he devoted to his implacable electric tutor, he would necessarily miss a great deal that he ought to see. Except in point of honesty, we much prefer the programs as they are. They afford us a double enjoyment—the pleasure of a deep, rich wallow in nullity when we choose to turn on the set, and the equal and frequent pleasure of not turning on the set."

## *Bargain Books*

*A Collection of Essays* by GEORGE ORWELL. New York: Doubleday Anchor Books, 1954. 320 pages, 95 cents.

Included in this collection is an essay which should be force fed to every advertiser and all his victims—which includes almost all of us. "Politics and the English Language" is a professional diagnosis of the blight on the English language. Teachers uneasy about such vague corrections on student themes as "wordy" and "awkward" will find here a model of prose analysis. Other essays range from literary figures (Kipling, Dickens) to politics (Gandhi, the Spanish War) to popular art ("Raffles and Miss Blandish" pin points the difference between older type mysteries and current sex sagas).

*Penguin Island* by ANATOLE FRANCE. New York: Bantam Books, Inc., 1958. 239 pages, 50 cents.

A nearsighted but pious monk baptizes a colony of penguins, throwing heaven into a state of confusion. The penguins must become a new race of men and what follows is a satire on human religion, social customs, and politics. Anatole France is often amazingly prophetic in this novel (written in 1908) of such modern idiocies as world war and the chaos of the automobile age.

*The Elements of Style* by WILLIAM STRUNK, JR., and E. B. WHITE. New York: The Macmillan Co., 1959. 71 pages, $1.00.

E. B. White studied English composition at Cornell under Professor Strunk. This little paperbound handbook is White's labor of love to acquaint modern readers with his professor's useful, pleasant text. He has made such small revisions as the addition of absurdities culled from advertisements to illustrate Strunk's text on words and expressions commonly misused. He has added a final chapter, with twenty-one positive, hortatory reminders (somewhere Strunk is smiling on White) on an approach to style. This little book says all one must know about style. Both the student and his teacher will find themselves reading for pleasure as well as profit.

MARY E. HAZARD
Levittown, Pennsylvania

# Audio-Visual News

By EVERETT B. LARE

## *Recent A-V Materials*

### Social Studies

From Film Distribution Section, Colonial Williamsburg, Inc., Williamsburg, Va.:

WILLIAMSBURG—THE STORY OF A PATRIOT: Film, 36 mins., color, $200. A dramatic historical summary of the turbulent years between the imposition of the Stamp Act and the outbreak of the American Revolution.

WILLIAMSBURG IN THE AMERICAN HERITAGE: Film, 20 mins., color, $150. Traces the footsteps of history across Virginia's "historic peninsula" from the landing at Jamestown to the final victory at Yorktown.

COOKING IN COLONIAL DAYS: Filmstrip, color, $5.00. The foods, utensils, and methods of cooking in eighteenth century Williamsburg.

INDEPENDENCE IN THE MAKING: Filmstrip, color, $5.00. An "eyewitness" account of the events which led to the American Revolution and final victory.

THE CRAFTSMEN IN COLONIAL VIRGINIA: Filmstrip, color, $5.00. Explains the work, tools, and materials of colonial craftsmen and their economic and social role in eighteenth century life.

PLANTATION LIFE IN COLONIAL VIRGINIA: Filmstrip, color, $5.00. The way of life on a great tobacco plantation in colonial days.

THE PLANTER STATESMEN OF COLONIAL VIRGINIA: Filmstrip, color, $5.00. Tells how men like Washington, Mason, and Jefferson gained experience locally that would later help in governing the United States.

From Vis-Ta Films, P.O. Box 2406 Sepulveda, Calif.:

THE TELEVISION STATION AND ITS SERVICES: Filmstrip, color, $4.00. A visit to a large television station showing the physical plant, the types of shows aired, and some of the many jobs necessary to the operation of the station.

EQUIPMENT AND SETS FOR LIVE TELEVISION: Filmstrip, color, $4.00. Illustrates the various roles of the camera, microphone, lights, transmitter, sets, and props. Takes a single set from drawing board to final use in the studio.

PREPARATION OF THE LIVE TELEVISION SHOW: Filmstrip, color, $4.00. Shows the process of staging a show, including the initial plans, the rehearsals, and the final production.

(The three foregoing television titles as a set, $10.50.)

THE COWBOY: RODEO AND RANCH: Filmstrip, color, $5.00. Shows a rodeo from start to finish, explaining the events and noting their origin. A second section shows the cowboys using some of the rodeo skills under actual working conditions at branding time on a ranch.

From the International Film Foundation, 1 East 42d St., New York 17, N.Y.:

THE MIDDLE EAST: Film, 27 mins., color, $250. A film showing the Middle East today with its background of religions, poverty, and struggle with agriculture, mixed with the awakening middle class who have been educated to become the leaders of tomorrow.

From Francis Raymond Line Films, 5475 Eagle Rock View, Los Angeles 41, Calif.:

NAVAJO, A PEOPLE BETWEEN TWO WORLDS: Film, 18 mins., color, $150. The Navajo, a herder, is caught between two worlds—the pressures of an overpopulated reservation from within and the pressures of oil, gas, and other industries from without.

MORNING STAR—THE ARIZONA SHEEP TREK: Film, 35 mins., color (distributed by Encyclopaedia Britannica Films). A tale of a simple shepherd on the annual fifty-two-day trek from scorching heat to lush summer pastures.

From Filmstrip House, 347 Madison Ave., New York 17, N.Y.:

HAWAII, U.S.A.: Set of five filmstrips with sound and color, $29.95. Titles available separately are as follows: (1) "Before the White Man." (2) "From Monarchy to United States Territory." (3) "Honolulu—Capital of Hawaii." (4) "How Hawaii Earns Its Living." (5) "Hawaii—Its People and Customs."

From Arthur Barr Productions, 1265 Bresee Ave., Pasadena, Calif.:

CHRISTMAS IN DENMARK: Film, 7 mins., color, $70. The Larsen family prepare for the

holiday season, making decorations and special foods. The children sing as Julemanden, the Danish Santa Claus, brings a gift for everyone.

From ENCYCLOPAEDIA BRITANNICA FILMS, 1144 Wilmette Ave., Wilmette, Ill.:

CHINA UNDER COMMUNISM: Film, 22 mins., color ($240), black and white ($120). Under the commune system China is making industrial progress and producing many goods that were formerly imported. At the same time the family life has changed greatly under the communistic system.

PERU: PEOPLE OF THE ANDES: Film, 16 mins., color ($180), black and white ($90). The self-contained community life of the Indian village is contrasted with that of the tenant farmer who works on the large hacienda. Peru's economic progress is shown in the improved transportation and the wealth concentrated in Lima.

THE ARCTIC—ISLANDS OF THE FROZEN SEA: Film, 30 mins., black and white ($165). Life in the Arctic comes to life in these views of the Frozen Sea where Parry, Davis, Sverdrup, Baffin, and Greely searched long ago. Most of the narration was taken from the logbooks of these men.

HAWAII—THE FIFTIETH STATE: Film, 17 mins., color ($180), black and white ($90). An erupting volcano shows how the Hawaiian Islands were formed. Then a visit to Honolulu and the sugar and pineapple plantations shows the capital and the most important industries.

THE VIKINGS—LIFE AND CONQUESTS: 17 mins., color ($180), black and white ($90). The Vikings went to the farthest corners of the then known world as they raided, conquered, traded, and discovered, and then stayed on to settle, colonize, and rule.

INDONESIA—NEW NATION OF ASIA: Film, 16 mins., color ($180), black and white ($90). The history of Indonesia from Dutch rule through Independence. Life in the crowded cities and villages is shown. The way the people live and work, think and feel is communicated.

CANADA—THE PRAIRIE PROVINCES (2d ed.): Film, 16 mins., color ($180), black and white ($90). A survey of the prairie provinces showing the oil resources, the wheat regions, the transportation network, the educational facilities, and the famous tourist attractions.

MAGNA CHARTA—Part I and II: Films, 17 mins. each, color ($180), black and white ($90) each. Part I traces the history of England from the Norman invasion in 1066 to the crowning of King John in 1199. The background of feudalism sets the scene for the famous meeting at Runnymede. Part II dramatizes the conflict between kings and barons and resulted in the drafting of the Magna Charta.

From MCGRAW-HILL BOOK CO., TEXTFILM DEPT., 330 W. 42d St., New York 36, N.Y.:

THE EXPLORATIONS OF PRINCE HENRY: Film, 13 mins., color ($150), black and white ($85). Prince Henry trained his captains to sail by the stars and currents. Under his direction they explored the coast of Africa and finally made their way to India.

FORT TICONDEROGA: Film, 15 mins., color ($175), black and white ($90). The history of the region nearby and the fort itself from early colonization through the Revolution.

From BAILEY FILMS, INC., 6509 DeLongpre Ave., Hollywood 28, Calif.:

RUSSIAN LIFE TODAY—INSIDE THE SOVIET UNION: Film, 21 mins., color ($195), black and white ($100). This picture shows us the large Russian cities, their stores, markets, schools, transportation, and public buildings. Views of the farming communities and village life show a contrast.

SWEDISH FAMILY STORY: Film, 14 mins., color ($140), black and white ($75). Through a family's activities we learn about life in Stockholm and about the mining, lumbering, and farming sections of the country. Sweden's educational, social service, and recreational systems are shown.

MEXICAN OLLA MAKERS: Film, 9 mins., color ($100). Shows how the large clay jars called "ollas" are still produced in a small village of Mexico and how the Indians trade them for the necessities of life.

From GUIDED TOUR PRODUCTIONS, P.O. Box 107, Ocala, Fla.: All the films from this concern are free loan. They included "Miami Beach," "Palm Springs," "Mardi Gras in New Orleans," "Washington, D.C.," "New England," "Tampa, Fla.," "Virginia Beach," "Stratford Hall," "Chicago," "New York City," "Jacksonville," "Cuba," "Las Vegas, Nev.," "San Francisco," "Los Angeles," and "Seattle."

## ENGLISH

From UNIVERSITY OF CALIFORNIA, DEPT. OF VISUAL COMMUNICATION, Los Angeles 24, Calif.:

THE RIME OF THE ANCIENT MARINER: Film, 28 mins., black and white, $150. Coleridge's classic poem delivered by Richard Whorf and illustrated by Paul Gustave Doré.

From CONTEMPORARY FILMS, 267 W. 25th St., New York 1, N.Y.:

ROMEO AND JULIET: Film, 138 mins., color, rental upon application. A magnificent motion picture faithfully following Shakespeare's classic. The expert cast give sensitive performances, capturing the love, beauty, and tragedy of the original play.

### SPORTS

From BAILEY FILMS, INC., 6509 DeLongpre Ave., Hollywood 28, Calif.:

BASKETBALL FOR BOYS—FUNDAMENTALS: Film, 11 mins., black and white, $60. Demonstrations by selected capable students showing footwork and ball handling.

BASKETBALL FOR BOYS—TEAM PLAY: Film, 11 mins., black and white, $60. Fundamental units of team play are shown: one-on-one; two-man play; five-man offense; defense.

### ART

From BAILEY FILMS, INC., 6509 DeLongpre Ave., Hollywood 28, Calif.:

TORN PAPER: Film, 5 mins., color, $60. First using newspaper as practice material and then working with sheets of colored paper, students are shown tearing out a variety of shapes, figures, and designs. These are then adhered onto a paper background to give clever and unusual pictures.

CRAYON RESIST: Film, 5 mins., color, $60. Shows designs created by various uses of wax crayons and rubber cement, both of which act as a resist to water color or tempera washes.

MONOTYPE PRINTS: Film, 5 mins., color, $60. Demonstrators draw on glass with household cement. After this dries, paint is spread over the surface. Paper is then smoothed over the design and the finished print removed.

### HEALTH AND SAFETY

From NATIONAL FILM BOARD OF CANADA, 680 Fifth Ave., New York 19, N.Y.:

FLAGGED FOR ACTION: 30 mins., black and white, $120. A traffic safety plan which offers a sharp warning to motorists whose violations may be minor but tend to be repeated.

DRIVING WITHOUT TEARS: 11 mins., black and white, $40. A persuasive film for the new driver. Concerned with habits of safety.

GENTLEMAN JEKYLL AND DRIVER HYDE: Film, 9 mins., black and white, $40. This film is directed at the driver who drops his politeness on the curb whenever he takes the wheel.

From ENCYCLOPAEDIA BRITANNICA FILMS, 1144 Wilmette Ave., Wilmette, Ill.:

DRIVE DEFENSIVELY: Film, 11 mins., color ($120), black and white ($60). Shows that accidents are not always the fault of the good driver so the good driver must be on the lookout for mistakes the other fellow may make.

HEALTH IN OUR COMMUNITY: Film, 13 mins., color ($150), black and white ($75). A dramatization of the work of the Department of Health, including a case study of medical detective work—a fight to prevent an epidemic of typhoid fever.

From MCGRAW-HILL BOOK CO., Textfilm Dept., 330 W. 42d St., New York 36, N.Y.:

METAL SHOP SAFETY: Film, 18 mins., black and white, $105. A trip through a metal shop demonstrating the rules of safety needed and showing instances where these safety rules are not being obeyed. The audience is asked to find these cases of improper behavior.

## *Personals*

Dr. Don Williams, who recently moved from Syracuse University to the University of Kansas City, was honored for his work in the audio-visual field at the annual meeting of the New York State Audio-Visual Council on Dec. 11, 1959. Dr. Irene Cypher of New York University was similarly honored. At the same meeting officers re-elected were as follows: President, William Rochelle, Jr., Schenectady; Vice-President, Ursula Moran, New York City; Secretary, Catherine Bailey, Troy; Treasurer, George Forbes, Farmington, New York.

A contract under Title VII, National Defense Education Act, has been awarded to the New York State Audio-Visual Council. More details later as they become available.

Mr. Don Ely has been appointed director of the Syracuse University Audio-Visual Center. Ely has been associate director since 1956.

It is with great sadness that the sudden passing of K. C. Rugg of Indiana University is noted. He has been associate director of the Audio-Visual Center since 1955. A new publication, "Implementing Instruction: Budgeting Your A-V Program," under Title VII, was being completed by Dr. Rugg at the time of his death. The ninety-six-page booklet is a report of twenty-eight case studies describing unusual or outstanding A-V programs.

## *Coming Event*

American Film Festival, EFLA, April 20-23.

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